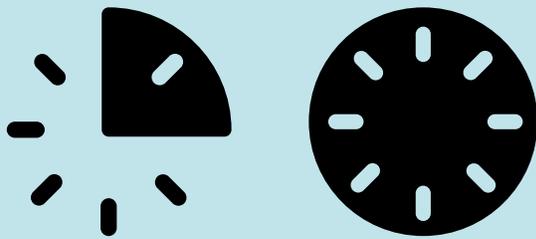


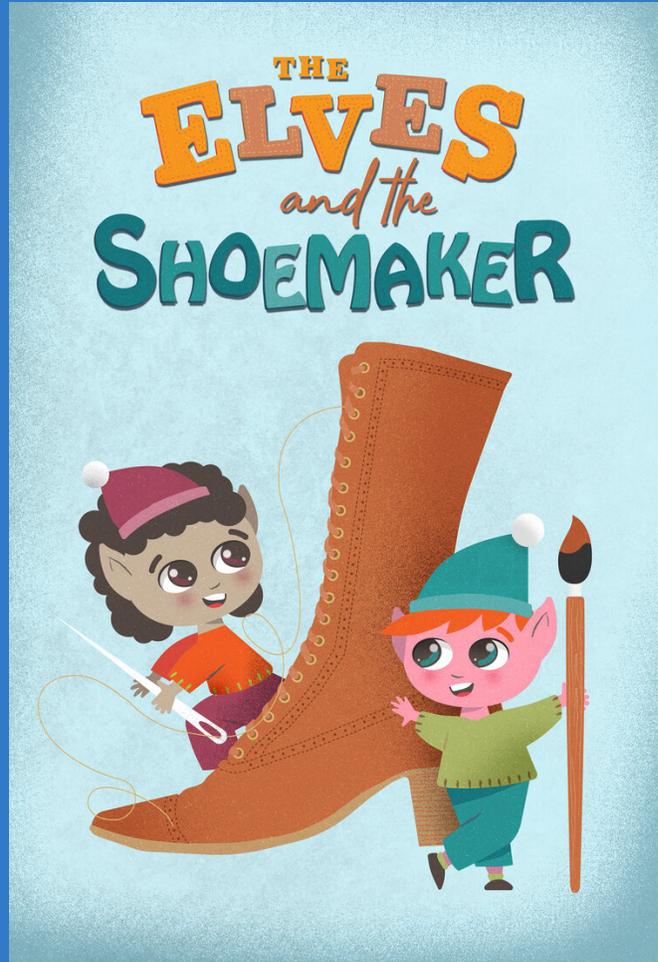


# Nashville Children's Theatre

A STEAM Trunk Tour Play  
 By Ernie Nolan  
 An NCT World Premiere  
 September 20, 2021 -  
 December 19, 2021



This guide includes estimates of how long each activity takes so that you can plan accordingly. Icons are in 15-minute increments but may take a little less or more time depending on class size and other factors. (If the clock is shaded in full, the activity may have a homework assignment or be extended over two or more class sessions.)

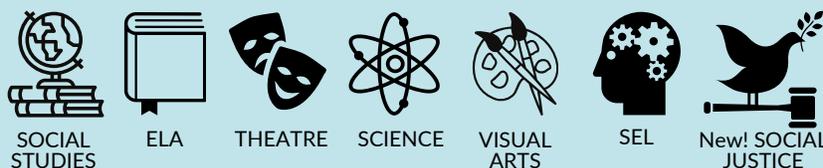


## In This Guide:

About the Show_____	1	Worksheets_____	6-9
Pre & Post Show_____	2	Readers Theatre Script_____	10-11
Full STEAM Ahead!_____	3-4	TN Standards_____	12
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## Look For These!

Subject area icons show what curricular topics each activity addresses.



Tennessee State Standards for all activities are on page 12.

Visit [NashvilleCT.org](http://NashvilleCT.org) today!

# About the Show

How did a down on her luck shoemaker become the Queen of Clog Couture? You'll have to experience Frieda Schuhwerk's hilarious and heartwarming rags to riches "story within a story" for yourself. Follow a new trainee at Frieda's Fantabulous Footwear as they learn about The Boss and the company's mysterious, and potentially magical, secret. Inspired by the Grimm Brothers' tale, this playful contemporary retelling shows that exhibiting kindness and creativity can be as life changing as a pair of well-made shoes!

*"The world of The Elves and the Shoemaker is one with one foot in Bavarian history and the other in the contemporary world. It is a place where something 'everyday' becomes magical. Creativity and kindness rule supreme."*

- Ernie Nolan, playwright

**Setting:** The entire play takes place in the shipping room of Freida's Fantabulous Footwear. As the origin story comes to life, the ordinary becomes extraordinary.

**Characters:** SUPERVISOR a surprisingly knowledgeable resource (also plays FRIEDA SCHUHWERK). TRAINEE DOUBLE 00-617 - the new impressionable recruit (also plays THE PUZZLING PEDDLER, MISERABLE MORITZ, HEARTBROKEN HANNA, and BASHFUL BERNHARD).

**Tips to Know Before You Go:** NCT strives to make its performances and facilities accessible to all. The Education Department puts together tips for families and schools to help prepare their students for their experience. If visiting the theatre, you can access more information about our Accessibility enhancements by visiting [www.nashvillechildrenstheatre.org/accessibility](http://www.nashvillechildrenstheatre.org/accessibility).

- **Themes for Social and Emotional Learning:** Creativity, perseverance, kindness,\* empathy
- **Language:** 0 out of 5
- **Violence and Scariness:** 0 out of 5
- **Sensory Advisories:** 1 out of 5 - This is a musical and thus, there may be times where the music gets loud. There are lighting effects used throughout the show. Sound effects are also used, usually to create a night atmosphere.
- **Potentially Anxious Moments:** 1 out of 5 - The protagonist deals with unhappy and sometimes unkind customers. She worries about deadlines and finances.
- **Other things to know:** There will not be an intermission.
- **Questions:** Contact Education & Engagement Manager Jackie at [jkomos@nashvillect.org](mailto:jkomos@nashvillect.org).

**\*Theme:** (Grades PreK-3)



Kindness is a major theme of NCT's adaptation. Invite students before or after seeing the show to practice their kindness skills! Give each student a few post-it notes. Establish a Wall of Kindness. Invite the students throughout the school year to write or draw something positive, kind, and loving and stick it on the wall. (For younger students, they may need to dictate to an adult what they want the post-it note to say.) *Optional:* If a student is having a rough day and needs some kindness, invite them to take one of the post-it notes from the wall. You can announce this at the start of the project so students don't need to ask to take one each time throughout the year.



# Pre & Post Show

## From Page to Stage

Theatre is storytelling! Many playwrights, lyricists, and composers transform some of our favorite books and stories into wonderful and magical plays and musicals. When adapting a story, changes are often made to the plot, characters, and more. Sometimes these changes are made to accommodate timing (the length of the play) and the many elements that are involved in bringing a story to life (such as set, costumes, cast, etc.).

## Definitions to share with your students

- *Adaptation* – something that is changed so it can be presented in another form
- *Play* - a story written to be acted on a stage
- *Playwright* – a person who writes plays
- *Musical* - a play in which characters at times sing songs instead of speaking their parts
- *Lyricist* – a person who writes the words of a song
- *Composer* – a person who writes music
- *Author* – a person who writes something such as a book or an article

## Pre-Show Discussion (Grades PreK-3)



Read a version of *The Elves & The Shoemaker* fairy tale by the Brothers Grimm with your class. (You can find the original tale, or a variation of the tale, online or at your school or community library.)

- Why do you think the show's creators would want to take this particular fairy tale and turn it into a show?
- What are you most looking forward to seeing onstage?
- Predictions: How do you think the Elves will be portrayed onstage? What do you think the set or scenery (the items placed on stage to create the environment of the story) will look like? What about the costumes (the clothes the actors wear)?

## Post-Show Discussion (Grades PreK-3)



Either individually or as a class, have students create a Venn diagram comparing and contrasting the fairy tale they heard or read before the show with NCT's production. Ask students to think about the plot, characters, and themes as they think about what was the same and what was different. As you discuss their conclusions, ask students:

- Did any of the changes surprise you? Why do you think those changes were made?
- How did music add to the story? Why do you think they decided to add music?
- What story would you adapt into a play or musical if you could? Why? How would the music enhance the story? What might you change as you create your adaptation?
- **Then and Now:** Some elements of the show seem from the past (very early 19th century) where other references seem modern (from the present day). Identify and discuss those elements as a class.

## Tell Us What You Thought! (Grades PreK-3)



Once your class has attended *The Elves & The Shoemaker*, ask your students to reflect on the performance using the grade-appropriate worksheet on page 6 or 7.

- **Optional:** Ask students to write letters to the actors and artists here at NCT! We would LOVE to hear your questions, favorite part of the show, and more! Letters can be sent to: Nashville Children's Theatre, 25 Middleton Street, Nashville, TN 37210 or emailed to [info@nashvillect.org](mailto:info@nashvillect.org).

# Full STEAM Ahead!

## The Engineering Design Process

After the show, ask the students if they remember the song the Shoemaker sang. What were the steps to the design process he kept singing? To help them remember, print the bookmark template on page 8. Cut them out and have the students color them.

**Shoe Making** (Grades 1-3) 

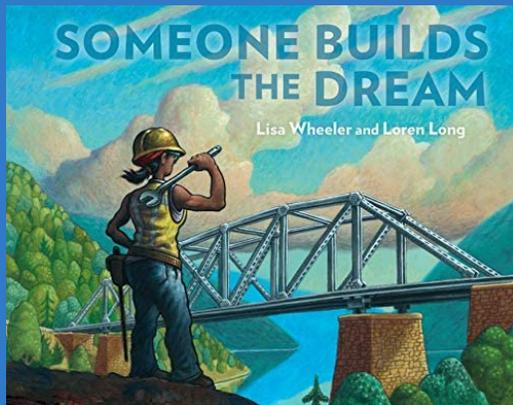
With your class, discuss how the Shoemaker made shoes in the show. Ask the students if they think that is how shoes are made today. Play the following video from start to 06:13. (If you have a younger class, you may wish to play a smaller portion of the segment. You may also wish to mute the video as it plays background music.)

<https://bit.ly/ShoeVideoElves>

Discuss the following after watching the clip:

- What aspects of S.T.E.A.M. did you see in that video? (If students get stuck, you can point out the science/chemistry required for the adhesive; art skills for the design, color, and painting of the leather; use of technology with the computer that scanned the foot; math skills used for proper measurements, etc.)
- Do you think the creators of this particular shoe used the Engineering Design Process? How so? Going way back, why and how do you think shoes were first developed?
- What steps didn't we see in the shoe creation process? What didn't we see in the video?
- Do you think this is how the majority of shoes are made today? (If students are struggling, you can help them by discussing how long they think this process took overall, the use of large factories, etc. You may also wish to show them imagery or videos of shoe factories.)
- Do you have a new appreciation for those who make our shoes? What about all of the scientists, engineers, mathematicians, and artists? Can you see yourself working in one of these roles?

*Book Recommendation: Someone Builds the Dream by Lisa Wheeler & Loren Long*



Read this book with your class and learn more about the workers who are often invisible in the final product and build the structures and items all around us that we use regularly.



## Full STEAM Ahead! (continued)

**Extension: Who Makes Our Shoes?** (Grades 1-3)



According to a recent report from *Know the Chain*--an organization that researches forced labor and unfair working conditions--of the shoe and apparel companies examined, 54 percent of companies had forced labor supply chain allegations and 27 percent of workers were paid below the minimum wage.

Discuss the following with your students:

- Define a supply chain. What supplies do you think go into making shoes? (rubber for soles, cotton for shoelaces, leather for upper part, etc.) Who gets those supplies and from where? (You may wish to assign this as a research project.)
- Share with students that many people who make the items we use every day, like our shoes, are working in unfair conditions, for very little money, or working against their will. Ask them why they think that is.
- Invite the students to share ideas on what we could do about this injustice. Their ideas may include writing to politicians and businesses to make sure their suppliers and workers are being paid and treated fairly, or buying "fair trade" or from ethical companies. For more information, check out the following resources. See if either of these websites would be a good fit for your classroom before sharing the information. If sharing, adjust to fit the age group of your students.
  - <https://www.endslaverynow.org/blog/articles/5-ways-to-build-a-slave-free-closet>
  - <https://slaveryfootprint.org/>
  - <https://schools.fairtrade.org.uk/teaching-resources/#page-1>

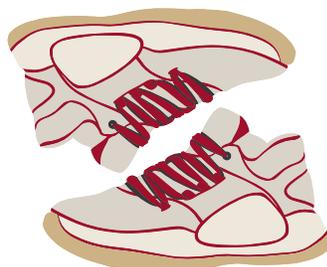
**Design Your Own Shoe** (Grades PreK-3)



For younger grades: Have students design, draw, and color their own shoe using the worksheet on page 9. Encourage them to use their imagination (for example: a shoe with magical powers) or solve a problem (for example: a shoe that helps people walk faster, prevent tripping, etc.).

For older grades: With a partner or in small teams, task students with designing and building a shoe **using only newspaper and tape**. (To make the task easier, you may permit students to use cardboard for the sole.) Students must be able to put them on, walk around, and take them off without them breaking. For ideas, suggestions, and to see what others have done with this challenge, see the following websites:

- <https://www.midpac.edu/designthinking/2017/08/newspaper-shoes.php>
- <https://thislittleclassofmine.weebly.com/home/newspaper-shoes>
- <http://mrs-crosbie.blogspot.com/2014/06/newspaper-shoes.html?m=1>



Looking for more STEAM activities for your class? Visit <https://www.teachengineering.org/curriculum/browse>.

# Our Own Play

**Let's Put On A Play!** (Grades 1-3)



Explain that as a class, you are going to be putting on your very own version of *The Elves & The Shoemaker*! Explain that you will be using the Engineering Process referenced in the show to put on your own play in class! Ask the students if they remember what the steps were. Modify the following process to fit the grade level of your class. The Readers Theatre script you may use is on pages 10-11 of this guide.

## STEP 1: ASK

Invite the students to ask questions to help get the process going. If they need help, below are a few questions to consider. You may need to define theatre terms and roles for the students. If the class has already seen NCT's production, they may want to think back on the show and reference what they saw and heard as a part of their experience.

- What do we need to put on a play? (Script, costumes, set, etc.)
- What roles/who do we need? (Director, actors, designers, etc.)
- What skills does putting on a play require? (Bravery, collaboration, communication, etc.)

## STEP 2: IMAGINE

Ask the students to share their ideas for their version of the show. They should use their imaginations and brainstorm without initially judging their ideas. Keep track of what the students share and imagine on the board.

## STEP 3: PLAN

Call on the students to discuss what we can do with the supplies, people, and resources we have access to. In the time allotted (to be determined by the teacher), what can we reasonably accomplish with our play? Based on the number of students in the class, do we need to break up the class into small groups and do multiple performances? Or do we want to assign roles - someone to help direct (share ideas with the actors of where to go in the space and how to move and speak); designers to create props, puppets, pictures for the set/background or other items you need; and actors to perform? What space will serve as your stage? Can multiple actors play one character? Make sure you are incorporating **student voice and choice** as much as possible with this process.

## STEP 4: CREATE

Now here's the fun part! It's time to create our special show. For younger grades, you may need to facilitate the process closely. For older grades, give them freedom to work together to create their own version of the story.

## STEP 5: IMPROVE

Based on how much time you have, provide opportunities for the students to rehearse their show so they can continue to improve it! This can be done over multiple class periods. If you don't have much time, you may need to skip this step or combine it with Step 4.

## STEP 6: SHARE

It's time to perform your play(s)! Invite the students to "take the stage" and perform their show. At the end of the show, students, including actors and *all* those involved with the process, should bow. If multiple groups are performing, make sure to review good audience etiquette and invite audience members to share "glows" - compliments and parts of they show they liked, enjoyed, and were impressed by. At this time, invite the students to reflect on the process. Did they find it more difficult than they imagined? How so? Is there an aspect they enjoyed? What did they need to be successful?



Name: \_\_\_\_\_

★ My Theatre Review ★

I saw \_\_\_\_\_ at Nashville Children's  
(name of show)

Theatre on \_\_\_\_\_,  
(date of show)

My favorite part was...

*\*Write or draw your responses in the boxes below.*

The play made me feel...

I learned...

Name: \_\_\_\_\_



 **Theatre Review**

Show title: \_\_\_\_\_ Date of show: \_\_\_\_\_

Playwright(s): \_\_\_\_\_ Director: \_\_\_\_\_

1. What was the play about? What was its message?

2. Who was your favorite character/actor? Why?

3. What did you think of the visual aspects (costumes, set, lighting, etc.)?

4. How did the play make you feel? Why?

5. Why should people see this play?

Additional comments:

*Use the back or separate sheet of paper if needed.*

## Engineering Design Process - Bookmarks

**Ask,  
Imagine,  
Plan &  
Make!  
Improve,  
Get Better,  
& Share  
MY Vision  
of the  
Craft I  
Create!**

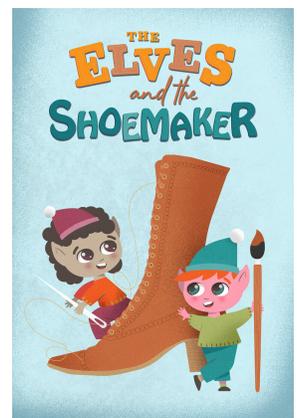


**Ask,  
Imagine,  
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Get Better,  
& Share  
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# Design your very own shoe!



# THE ELVES AND THE SHOEMAKER - Reader's Theatre Script

Based on the Brothers Grimm fairy tale

Adapted by Ahawk at TeachersPayTeachers.com

*Setting: The workshop of a poor shoemaker*

*Characters: Narrator, Shoemaker, Wife, Elf 1, Elf 2, Customer*

Narrator: This is the tale of a shoemaker. Once he had been successful but as he got old he could no longer make shoes as fast as he used to. He and his wife were poor and they were running out of food and money.

Wife: What will we do?

Shoemaker: I don't know. I only have enough leather left for one pair of shoes. I cut the leather already. I'll make the shoes in the morning.

Narrator: So the shoemaker and his wife went to sleep, but in the morning they found a surprise.

Wife: Oh my! Look at these shoes! I didn't think you were going to make them last night.

Shoemaker: I didn't make them...

Wife: But then, who?

Narrator: Just then a finely dressed customer entered the shop.

Customer: I need a pair of shoes. Well, well those are perfect! How much do they cost?

Shoemaker: Um... um... one gold coin.

Customer: I'll pay two.

Narrator: The customer paid the shoemaker and happily left.

Wife: Now we can buy enough leather for two pairs of shoes.

Narrator: So the shoemaker cut the leather for two more pairs of shoes and he and his wife went to bed. The next morning two fine pairs of shoes were waiting on the table.

Wife: Oh look at these shoes! Why not a stitch is out of place.

Narrator: The shoemaker and his wife sold the shoes and with the money they were able to buy even more leather. Before long they didn't have to worry about food or money anymore. One night they decided to try and find out who made the shoes.

Wife: If we hide here we'll be able to see who makes the shoes.

Elf 1: I love making these shoes.

Elf 2: I know its fun and it makes the old shoemaker and his wife so happy.

Shoemaker: Why it's elves!

Wife: Shhh! You'll scare them off.

Narrator: The next day the shoemaker and his wife were talking.

Shoemaker: I wish we could do something for the elves.

Wife: I know, they've done so much for us. I know! Let's make them some new clothes!

Narrator: So the shoemaker and his wife set to work making a new set of clothes and shoes for the elves. When they were finished they left the clothes out at night instead of leather. They watched the elves from their hiding spot.

Elf 1: Look!

Elf 2: New clothes!

Narrator: The two elves put on the clothes and danced around and around. And the shoemaker and his wife never had to worry about anything again. The end.

# TN Academic Standards for Activities Grades PreK-3

## Page 1: About the Show

### Theme

SEL: K-2.3A.2, 3B.2, 4A.2; 3.4A.1, PK.SPC.SCA.1  
Social Justice: DI.K-2.6

## Page 2: Pre & Post Show

### Pre-Show Discussion

ELA: SL.CC.1, RL.RRTC.10, PK.SL.PKI.6, PK.RL.RRTC.10  
Theatre: 2-3.T.R1.A

### Post-Show Discussion

ELA: SL.CC.1, RL.RRTC.10, K-2.RL.IK1.9, PK.SL.PKI.6  
Theatre: K-3.T.R1.A, K-3.T.R2.A, PK.CA.9  
Social Studies: K-2.SSP.05, K.17, 1.23, 1.25

### Tell Us What You Thought!

Theatre: K-1.T.R2.A, 3.T.R3.B, PK.CA.9  
ELA: 2-3.RL.KID.2, 1.RL.KID.3, K.W.TTP.1, 1-3.W.PDW.4,  
K-2.W.RBP.K.8, K-3.W.RW.10, PK.W.RBP.K.10  
Visual Arts: K.VA.Cr1.A, 1.VA.Cr1.B, 2.VA.Cr1.B, PK.CA.2

## Pages 3-4: Full STEAM Ahead!

### Shoe Making

Science: 1.ETS1, 2.ETS1, 2.ETS2, 3.ETS2  
ELA: SL.CC.1, SL.CC.2

### Who Makes Our Shoes?

ELA: SL.CC.1  
Social Justice: DI.1-3.8, JU.1-3.12, JU.1-3.14, AC.1-3.16,  
AC.1-3.19, AC.1-3.20  
Social Studies: SSP.06, 1.04

### Design Your Own Shoe

Science: 2-3.ETS1  
SEL: 3.3B.4, 3.4A.4  
Art: VA.Cr1.A, PK.CA.1

## Page 5: Our Own Play

### Let's Put On A Show!

Theatre: T.P1.B, T.P2.B, T.P3.A, T.Cr1.B, T.Cr1.C, T.Cr2.B,  
T.Cr3.B  
ELA: RL.RRTC.10, SL.CC.1  
SEL: 3.3B.4, K-3.4A.2, K-2.4A.3, 3.4A.4

## Standards for Seeing the Show

Theatre: K-1.T.R2.A, PK.CA.9  
ELA: PK-3 RL.RRTC.10 (if fairy tale or adaptation is read)  
SEL: K-2.3A.2, K-2.3B.2, K-2.3B.3, 3.3A.3, PK.SPC.SCA.2

For more information regarding the Social Justice standards, visit

<https://www.learningforjustice.org/frameworks/social-justice-standards>.

*Seeing an NCT performance, as well as the activities in this guide, help students build the 4 C's of 21st Century Learning: Communication, Creativity, Collaboration, and Critical Thinking!*

To schedule a workshop with one of NCT's Teaching Artists, contact Jackie at [jkomos@nashvillect.org](mailto:jkomos@nashvillect.org).

# Info for Teachers

Questions regarding field trips and school offerings? Contact Abby at [abbybaker@nashvillechildrenstheatre.org](mailto:abbybaker@nashvillechildrenstheatre.org).

For more information regarding our COVID-19 Safety Policies, read NCT's Care Commitment available at [www.nashvillechildrenstheatre.org/nct-care-commitment](http://www.nashvillechildrenstheatre.org/nct-care-commitment).

Free Educator Preview for *Peter Pan: Wendy's Adventure to Neverland*  
**Thursday, February 17, 2022**  
Reception/Workshop: 5 pm  
Performance: 6:30 pm



## About Nashville Children's Theatre

Believing the culturally curious child is the future, Nashville Children's Theatre nurtures the next generation of global citizens by providing transformational theatrical experiences which reflect our evolving community, instill profound empathy, and foster personal discovery.

NCT is proud to acknowledge the government agencies, foundations, and business partners that provide leadership support: Metro Arts, Tennessee Arts Commission, The Memorial Foundation, and The Shubert Foundation.

