

DISCOVER, EXPLORE, ASSESS:

Into the Woods

Student Workbook

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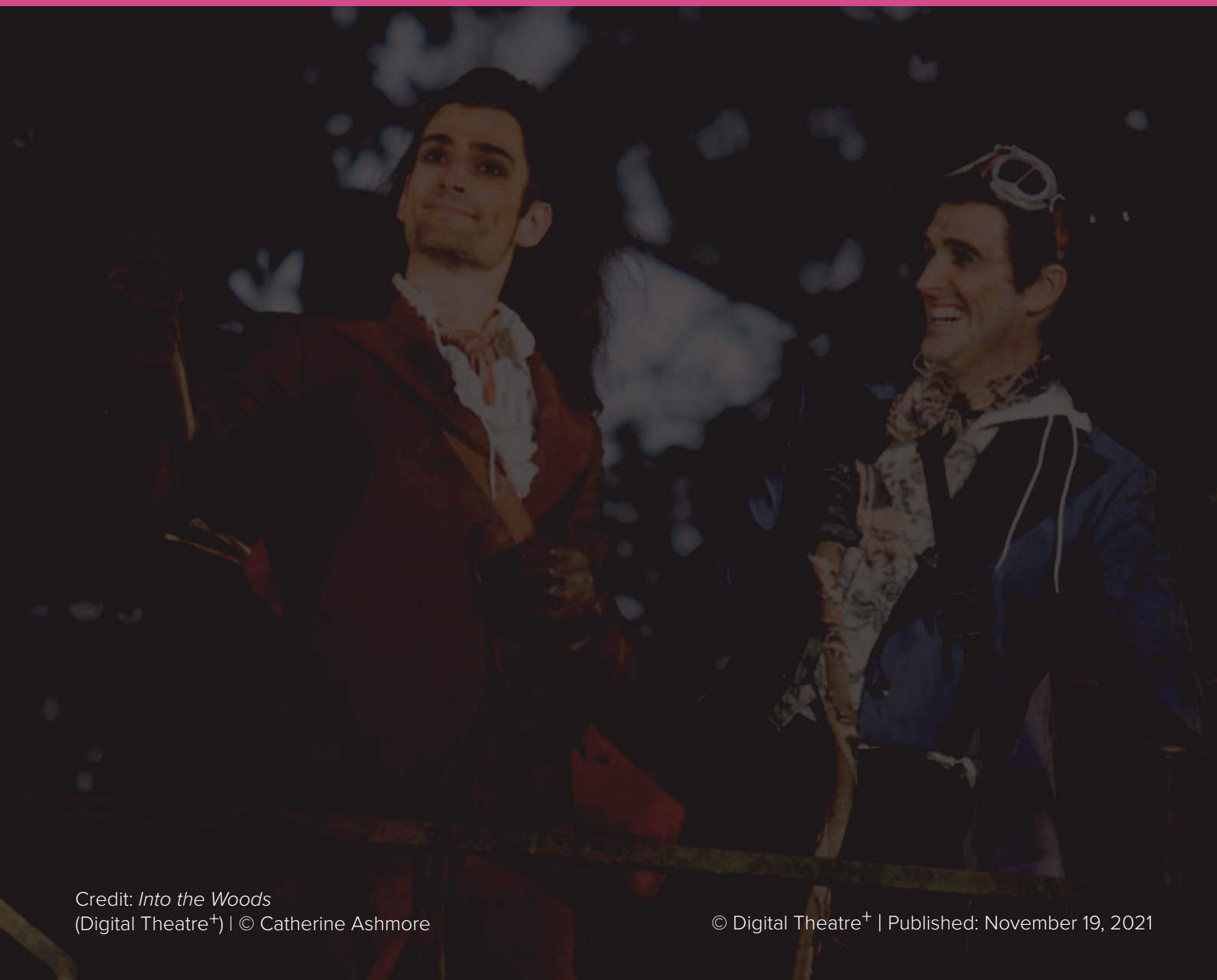


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INTRODUCTION

The Student Workbook of the Discover, Explore, Assess series is for you to use while studying [*Into the Woods*](#). It is divided into three major sections – Before Watching, While Watching, and After Watching.



Are you a teacher? You can find strategies and suggestions for using these resources in the corresponding [Teacher Notes](#).

Before Watching

Discover everything you need to know before working on the play: characters, context, themes, relationships, and more.

While Watching

Explore the play in more detail as you work your way through it, looking at key plot points and creative activities.

After Watching

Bring together everything you have learned and test your knowledge.

BEFORE WATCHING

INFORMATION CARDS

Information has been adapted from the [Digital Theatre+ Study Guide](#) written by Gareth Valentine.

These cards are split into three categories: Character Cards, Context Cards, and Theme Cards. The cards provide you with key information, quotes, and question prompts to consider as you begin your study of *Into the Woods*.

Learning Targets

I can:

- Identify characters and their relationships within the play.
- Describe the historical context and how it relates to the play.
- Identify and analyze key themes in the play.
- Compare and contrast characters and themes found in the play.

CHARACTER CARDS

CHARACTER:

Narrator

Key facts:

- In this production, the Narrator is a young boy who has run away from home to the woods. In the original production, the Narrator and the Mysterious Man were played by the same actor.
- Acts as a guide throughout the story.
- Part of an interesting plot twist at the end.

Key lines:

- “Once upon a time lived a young maiden and a childless baker with his wife.” (Act 1, Scene 1)
- “Journey over, all is mended,
And it’s not just for today,
But tomorrow, and extended
Ever After!” (Act 1, Scene 6)
- “... to be continued.” (Act 1, Scene 6)



CHARACTER:

Cinderella

Key facts:

- Treated rather poorly by her Stepsisters and Stepmother.
- Can talk to birds.
- Her tears water the tree that becomes her Fairy Godmother.

Key lines:

- “I wish, more than anything, more than life...” (Act 1, Scene 1)
- “Then from out of the blue,
And without any guide,
You know what your decision is,
Which is not to decide.
You’ll just leave him a clue:
For example, a shoe.
And then see what he’ll do.” (Act 1, Scene 5)
- “I have, on occasion, wanted more. But that doesn’t mean I went in search of it.” (Act 2, Scene 2)



CHARACTER:

Jack

Key facts:

- Doesn't have much common sense, but is valiant and willful.
- Goes into the woods to sell his cow, Milky White, who is his best friend. Sells her for magic beans.
- Steals gold from the giant to buy back Milky White; steals the singing harp to impress Little Red Riding Hood.

Key lines:

- "There are big, tall, terrible, awesome, scary, wonderful giants in the sky!" (Act 1, Scene 3)
- "Milky White! Now I have two friends. A cow and a harp." (Act 1, Scene 5)



CHARACTER:

Baker



Key facts:

- A good husband, father, and son – a good human.
- Goes into the woods to gather objects for the Witch to undo a spell that has left his family without children.
- Loves his wife so much that he struggles to let her help gather objects for the Witch, even though he cannot do it without her.

Key lines:

- “Take the cow and go home!” ... “Magic beans! We’ve no reason to believe they’re magic! Are we to dispel this curse through deceit?”
(Act 1, Scene 2)
- “We disappoint
In turn, I guess.
Forget, though, we won’t...
Like father, like son.” (Act 2, Scene 2)

CHARACTER:

Baker's Wife



Key facts:

- A strong woman, who is always there to support her husband.
- Follows her husband into the woods to gather the items the Witch wanted in exchange for lifting the spell that left her barren.
- Willing to stretch the truth to get what she wants.

Key lines:

- “No, no, the spell is on our house.
We must lift the spell together,
The spell is on our house.” (Act 1, Scene 1)
- “If the end is right, it justifies the beans!” (Act 1, Scene 2)

CHARACTER:

Cinderella's Stepmother



Key facts:

- Really awful to Cinderella.
- Concerned with climbing the social ladder.
- Only nice to Cinderella once she's become a Princess.

Key lines:

- "I have emptied a pot of lentils into the ashes for you. If you have picked them out again in two hours' time, you shall go to the Ball with us." (Act 1, Scene 1)
- "You can never love somebody else's child the way you love your own." (Act 1, Scene 3)

CHARACTERS:

Florinda and Lucinda

Key facts:

- Cinderella's Stepsisters; very abusive to Cinderella.
- Blindly follow their mother's example.

Key lines:

- "Look at your nails!
Look at your dress!
... you still wish to go to the festival
and dance before the prince?! *(They chortle
with laughter musically, then fall about out of control.)*"
(Act 1, Scene 1)



CHARACTER:

Jack's Mother

Key facts:

- A very sweet woman, who is also a widow.
- In this production she is a DIYer.
- Loves Jack, even though she thinks he's an imbecile.

Key lines:

- "I wish my son were not a fool.
I wish my house was not a mess.
I wish the cow was full of milk.
I wish the walls were full of gold –
I wish a lot of things...
... It's a she! How many times must I tell you? Only she's
can give milk." (Act 1, Scene 1)



CHARACTER:

Little Red Riding Hood



Key facts:

- A naive teenager who is starting to see the world in a new way.
- Tough and ready to fight.
- Goes into the woods to see her Granny and meets the wolf, who offers her a new view of the world around her.

Key lines:

- “Mother said,
‘Straight ahead,’
Not to delay
Or be misled
I should have heeded her advice...
But he seemed so nice.” (Act 1, Scene 2)
- “And take extra care with strangers,
Even flowers have their dangers.
And though scary is exciting,
Nice is different than good.” (Act 1, Scene 2)

CHARACTER:

Witch



Key facts:

- A good old-fashioned hag with a bit of ambition.
- Calculating and worldly wise, but an overbearing mother.
- Goes into the woods to reverse her mother's spell.

Key lines:

- "Go to the wood and bring me back
One: the cow as white as milk,
Two: the cape as red as blood,
Three: the hair as yellow as corn,
Four: the slipper as pure as gold." (Act 1, Scene 1)
- "Stay with me,
The world is dark and wild.
Stay a child while you can be a child.
With me." (Act 1, Scene 5)
- "You're so nice.
You're not good,
You're not bad,
You're just nice.
I'm not good,
I'm not nice,
I'm just right.
I'm the witch.
You're the world." (Act 2, Scene 2)

CHARACTER:

Cinderella's Mother



Key facts:

- Embodied in a tree that was watered with Cinderella's tears.
- Posthumously becomes a Fairy Godmother.
- Gives Cinderella clothes for the ball.

Key lines:

- "What, child? Specify. Opportunity is not a lengthy visitor and good fortune, like bad, can befall when least expected." (Act 1, Scene 2)
- "If you know what you want,
Then make a wish.
Ask the tree,
And you shall have your wish." (Act 1, Scene 2)

CHARACTER:

Mysterious Man



Key facts:

- An old man who is not a stranger to the woods.
- Later on, we make a discovery about his family.
- Normally doubles with the Narrator, but in this production, the creative team elected to split the roles between two actors.

Key lines:

- “How much are you asking for the animal? ... Your mother? A boy your age? Why, you’d be lucky to exchange her for a sack of beans.” (Act 1, Scene 2)
- “The money is not what’s important. What’s important is that your wish be honored.” (Act 1, Scene 3)

CHARACTER:

Wolf



Key facts:

- A bad-boy, incapable of telling the truth.
- Dangerous but irresistible. Uses this to manipulate others.

Key lines:

- “Mmmm. Look at that flesh,
Pink and plump.
Hello little girl...” (Act 1, Scene 2)
- “Just so, little girl –
Any path.
So many worth exploring.
Just one would be so boring.
And look what you’re ignoring...” (Act 1, Scene 2)
- “There’s no possible way
To describe what you feel
When you’re talking to your meal!” (Act 1, Scene 2)

CHARACTER:

Rapunzel



Key facts:

- Taken from her parents as an infant, though she doesn't know this.
- Lives in a tower, where her 'mother' has imprisoned her.
- Escapes with her Prince in Act 2.

Key lines:

- "I am no longer a child. I wish to see the world." (Act 1, Scene 5)

CHARACTER:

Rapunzel's Prince



Key facts:

- Talks big and plays around a lot.
- Very narcissistic – thinks he's the best thing ever.
- Has a desperate need to 'win' whenever he talks to his brother.

Key lines:

- “High in her tower,
She sits by the hour,
Maintaining her hair.
Blithe and becoming
And frequently humming
A light-hearted air:
Ah-ah-ah-ah-ah-ah-
Agony!
Far more painful than yours,
When you know she would go with you,
If there only were doors.” (Act 1, Scene 3)
- “What’s as intriguing ... as what’s out of reach?” (Act 1, Scene 3)

CHARACTER:

Cinderella's Prince



Key facts:

- Entitled, believes himself to be the center of the universe, and that everything else is unimportant.
- Completely unaware of the impact his actions have on other people.
- Despite his self-indulgent behavior, he loves Cinderella.

Key lines:

- “Am I not sensitive, clever,
Well-mannered, considerate,
Passionate, charming,
As kind as I’m handsome,
And heir to a throne?” (Act 1, Scene 3)

CHARACTER:

Steward

Key facts:

- A minion in service of the Princes.
- A bit of a windbag and overzealous.
- Has an unexpected flaw of character.

Key lines:

- “I do not make policy, I just carry it out!” (Act 2, Scene 2)
- “I was thinking of the greater good. That’s my job.” (Act 2, Scene 2)



CHARACTER:

Giant

Key facts:

- Angry (and near-sighted) wife of the giant killed by Jack.
- Goes into the woods seeking vengeance.

Key lines:

- “And who destroyed my house? That boy asked for shelter, and then he stole our gold, our hen, and our harp. Then he killed my husband. I must avenge the wrongdoings.” (Act 2, Scene 2)
- “He was your responsibility. Now I must punish him for his wrongs!” (Act 2, Scene 2)
- “Thank you. Now justice will be served, and I shall leave your kingdom.” (Act 2, Scene 2)



THEME CARDS

THEME: I Wish ... and Happily Ever After

- Common themes to many stories and fairy tales – particularly those told to children.
- These stories typically have a very simple plot with only a single story line, told from the protagonist's perspective.
- Each character goes into the woods to pursue a wish or a want.
- Once they receive their wish, they will live happily ever after.
- None of the characters think about what happens *after* they get their wish or who they may be hurting in its pursuit.
- In musical theatre, “I want” or “I wish” songs usually occur near the beginning of the play, and feature the main character singing about their dissatisfaction with their current life and what they are searching for. This desire is what propels the whole story forward. Examples include “The Wizard and I” from *Wicked*, “My Shot” from *Hamilton*, “Waving Through a Window” from *Dear Evan Hansen* and “Part of Your World” from *The Little Mermaid*.

Questions

- Can you think of a situation where it would be acceptable to hurt or take advantage of someone else in order to get what you want or need?
- Is it always a good thing to get exactly what you wish for? Can you think of a time when you didn't get what you wished for, but instead got exactly the opposite – and it was better than what you thought you wanted?
- Do you think it would mean more to work for something you want, rather than to simply have your wish granted?

(continued)

- If characters get what they want, does that mean it is the end of their story? Is there really such a thing as happily ever after?

Quotes

- “I wish my cow would give us some milk.” (Jack, Act 1, Scene 1)
- “I wish to go to the festival.” (Cinderella, Act 1, Scene 1)
- “I wish to see the world.” (Rapunzel, Act 1, Scene 5)

THEME: Family

- There are many different types of family units in *Into the Woods*.
- Cinderella has a nasty Stepmother and two Stepsisters, and her father doesn't seem to pay attention to any of them.
- Jack's Mother thinks he's simple-minded and at one point wishes aloud that she didn't have children.
- The Baker had been orphaned and believes his parents to have died in a baking accident.
- The Baker's Wife wants nothing more than to be a mother, but she has been unable to have children.
- Rapunzel has been locked in a tower by a woman she believes to be her mother.
- We see the 'evil stepfamily' trope, as well as the idea that the family we no longer have is remembered fondly, while those that are right in front of us are difficult to connect with.
- Many of the parent/child relationships are difficult or strained. It seems that the parents want different things from their children.
- The story also explores the idea of the family we choose for ourselves.
- The example that parents set for their children becomes their legacy. Children decide whether to repeat their parents' actions or to disrupt them.

Questions

- How do the parents' wishes for their children differ from the children's wishes for themselves?
- What mistakes do you see these families making in their interactions? What do they get right?

(continued)

Quotes

- “I’ve been good and I’ve been kind, Mother,
Doing only what I learned from you.
Why then am I left behind, Mother,
Is there something more that I should do?
What is wrong with me, Mother?
Something must be wrong.” (Cinderella, Act 1, Scene 2)
- “You can never love somebody else’s child the way you love
your own.” (Cinderella’s Stepmother, Act 1 Scene 3)
- “What did I clearly say?
Children must listen.
What were you not to do?
Children must see –
And learn.
Why could you not obey?
Children must listen.
What have I been to you?
What would you have me be?” (Witch, Act 1, Scene 5)

THEME: Going Into the Woods

- Going into the woods is a metaphor for taking a treacherous journey into the unknown, where one doesn't know the outcome or consequences, or even if they will survive.
- The woods themselves represent wildness – where nature, rather than man, is the master. It is the opposite of civilization.
- Each character goes on a journey to fulfill their wishes, without a thought to what they might encounter or how they will achieve their wish.
- Each character leaves the woods as a different person in some way.
- Similar journeys are found when Dorothy goes 'over the rainbow' in *The Wizard of Oz*, or Katniss's journey to the Capitol in *The Hunger Games*, or Aladdin's journey in *Aladdin*.

Questions

- What do the woods represent to each of the characters in Act 1? What about in Act 2? Does it change?
- Why do you think all the characters mention getting home before dark? Are the woods different at night?
- What impact does staging this production outdoors have on the story?

(continued)

Quotes

- “Into the woods
Without delay,
But careful not
To lose the way.
Into the woods,
Who knows what may
Be lurking on the journey?”

Into the woods
To get the thing
That makes it worth
The journeying...
... Into the woods,
Then out of the woods,
And home before dark!” – (All, Act 1, Scene 1)

CONTEXT CARDS

CONTEXT: Musical Theatre

- A musical is a play with music and sometimes dance.
- The music emerges when words are not enough to express the emotions that the characters are feeling. As the stakes are raised, the music helps the characters to express themselves through:
 - Words alone
 - Underscoring – reveals subtext of the moment
 - Singing and/or dancing – when the emotional stakes are so high that the character can only express them through singing or dancing.
- While the words that the characters speak may not always be the truth, the music reveals their innermost emotions – the lyrics may lie, but the music does not.

CONTEXT: Fairy Tales

- James Lapine and Stephen Sondheim combined several fairy tales into one story – like a mash up!
- Instead of focusing on the ‘happily ever after’ of each character, the story examines the impact of each character’s journey on the other characters in their community.
- Fairy and folk tales exist in many cultures; they often have some sort of moral or lesson. By taking these characters and their familiar stories and weaving them together, Lapine and Sondheim use the audience’s familiarity to dig a little deeper and take them on a more intense emotional journey.
- At the end of Act 1, we find ourselves at the end of the traditional stories of most of the characters, leaving an entire act to explore the consequences of each ‘happily ever after,’ and to teach us a new lesson.

RELATIONSHIP MAPS

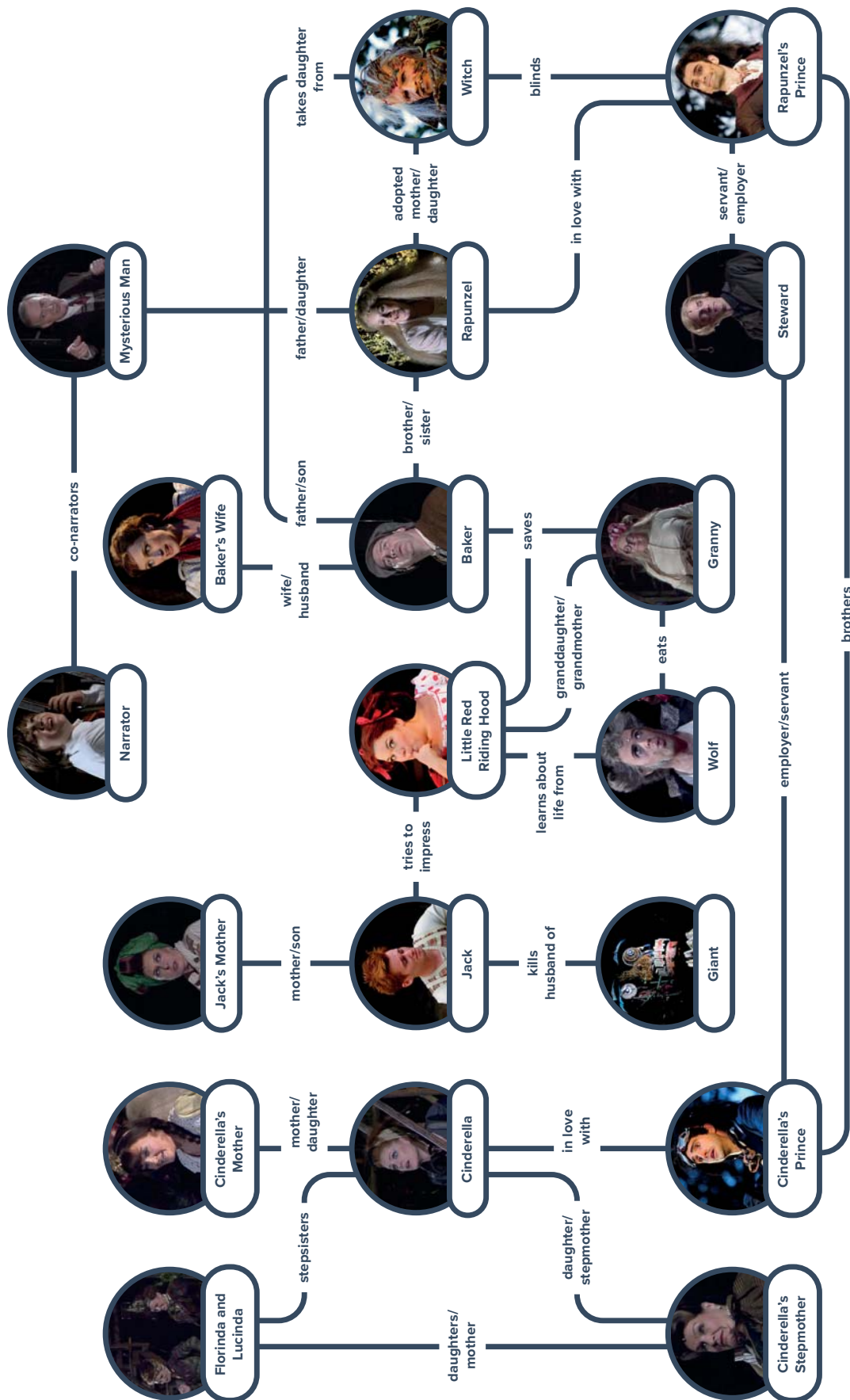
Learning Targets

I can:

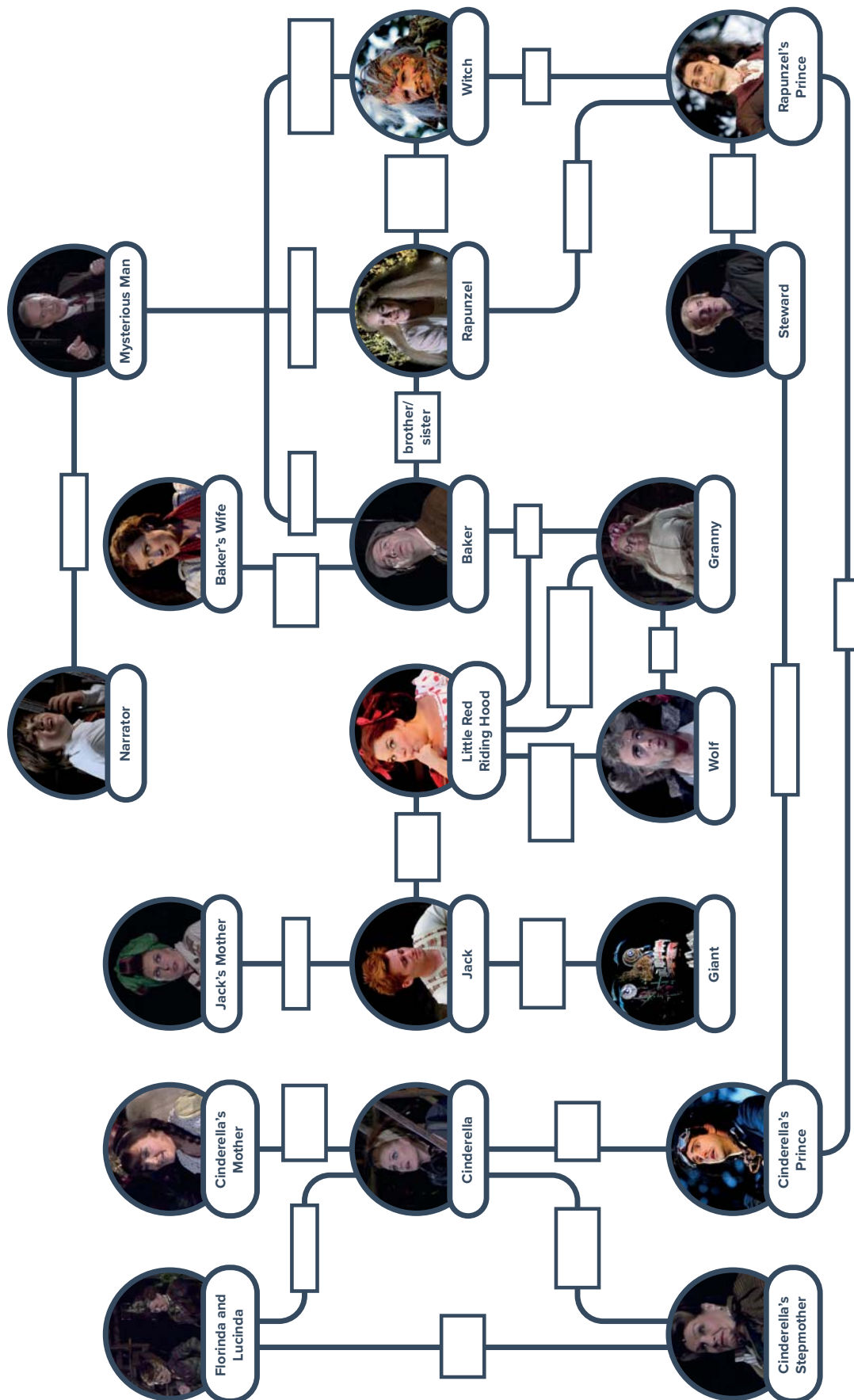
- Identify characters and their relationships within the play.

Three versions of the relationship map are provided for you:

- Version 1: Shows all details of character names and relationships.
- Version 2: Shows relationships, but without character names.
- Version 3: Shows character names, but without relationship descriptions.







WHILE WATCHING

KEY CARDS

Learning Targets

I can:

- Understand key plot points in *Into the Woods*.
- Have in-depth discussions about the events portrayed within *Into the Woods*.
- Recognize and describe the genre of musical theatre.
- Understand how to read and extract information from scripts.

ACT 1

Act 1, Scene 1

Key Plot Points

Fill in the blanks using the word bank below:

WORD BANK				
five	Little Red Riding Hood	magic beans	dirty	Milky White
birds	three	festival	child	four

1. Cinderella, Florinda, and Lucinda are preparing to go to the King's _____.
2. _____ is Jack's best friend.
3. The Baker and his Wife give _____ a basket of bread and baked goods for Granny.
4. The _____ clean the lentils out of the ashes for Cinderella.
5. The Witch placed a spell on the Baker's house because his father had stolen _____ from the Witch.
6. Jack's Mother tells Jack he must sell Milky White for no less than _____ pounds.
7. The Witch tells the Baker that he must gather _____ items to reverse the spell.

8. Cinderella finishes cleaning, but her Stepmother leaves her because she is too _____.
9. The Baker has _____ days to gather the items for the Witch.
10. If the Baker gathers the items, the Witch will guarantee the Baker and his Wife a perfect _____.

Key Quotes – Who Said It?

- “It’s not what I wish. It’s what you wish.” (Act 1, Scene 1)

- “The way is clear,
The light is good,
I have no fear,
Nor no one should.” (Act 1, Scene 1)

- “And then bang! Crash!
And the lightning flash!
And – well that’s another story,
Never mind –
Anyway, at last
The big day came
And I made my claim.” (Act 1, Scene 1)

Key Moments

Identify one key moment of acting, directing, or design from this act/scene and answer the following questions:

- What about that moment made it stand out to you? Be specific.
- How do you imagine you would present that moment if you were the actor/director/designer? What choices would you make?

Act 1, Scene 2

Key Plot Points

Fill in the blanks using the word bank below:

WORD BANK			
Mysterious Man	Granny	Baker's Wife	Little Red Riding Hood
Cinderella's Prince	tree	Rapunzel	the Wolf

11. Cinderella's Mother appears in a _____ to give her the clothes she needs to go to the festival.
12. Jack runs into the _____ on his way to the market, and sells Milky White for five beans.
13. The Baker takes the cape from _____.
14. The _____ helps the Baker to remember the details of the Witch's list.
15. The Baker's Wife lies to _____ as he is searching the woods.
16. The Witch gets distracted by _____'s singing.
17. The Baker kills _____.
18. _____ makes a new cape for Little Red Riding Hood out of the Wolf's hide.

Key Quotes – Who Said It?

- “Your mother? A boy your age? Why you’d be lucky to exchange her for a sack of beans.” (Act 1, Scene 2)

- “I’ve never lied to royalty before. I’ve never *anything* to royalty before!” (Act 1, Scene 2)

- “Magic beans! We’ve no reason to believe they’re magic! Are we to dispel this curse through deceit?” (Act 1, Scene 2)

Key Moments

Identify one key moment of acting, directing, or design from this act/scene and answer the following questions:

- What about that moment made it stand out to you? Be specific.
- How do you imagine you would present that moment if you were the actor/director/designer? What choices would you make?

Act 1, Scene 3

Key Plot Points

Fill in the blanks using the word bank below:

WORD BANK			
golden egg	gold pieces	runs away	rips out
Mysterious Man	Milky White	Baker's Wife	steal

19. Jack gives the Baker five _____ to buy Milky White back, and the _____ steals them from him.
20. Milky White _____ from the Baker's Wife.
21. The _____ eavesdrops on the two Princes talking about Cinderella and Rapunzel.
22. The Baker's Wife _____ a length of Rapunzel's hair and tries to _____ a shoe from Cinderella.
23. Jack returns and gives the Baker a _____ and tells him that he is taking his cow.
24. At the end of the second day, _____ dies.

Key Quotes – Who Said It?

- “The money is not what's important. What's important is that your wish be honored.” (Act 1, Scene 3)

- “Quit while you’re ahead, I say.” (Act 1, Scene 3)

- “Well ... perhaps it will take the two of us to get this child.” (Act 1, Scene 3)

Key Moments

Identify one key moment of acting, directing, or design from this act/scene and answer the following questions:

- What about that moment made it stand out to you? Be specific.
- How do you imagine you would present that moment if you were the actor/director/designer? What choices would you make?

Act 1, Scenes 4 and 5

Key Plot Points

Fill in the blanks using the word bank below:

WORD BANK					
powder	Baker's Wife	exhausted	Mysterious Man	Milky White	Granny
pitch	knife	Giant	golden harp	Witch	shoes

- 25.** The Baker and his Wife are so _____ that they are losing patience with each other.
- 26.** The _____ cuts off Rapunzel's hair.
- 27.** Little Red Riding Hood threatens Jack with a _____
when he admires the cape _____ made from the Wolf that attacked her.
- 28.** Trying to impress Little Red Riding Hood, Jack agrees to go back and steal a _____ from the Giant.
- 29.** Cinderella got stuck in _____ that the Prince had spread on the stairs; after some indecision, she decides to leave her shoe as a clue.
- 30.** The Baker's Wife gives Cinderella her _____ in exchange for the golden slipper.

31. The Baker tries to fool the Witch with a cow covered in

_____.

32. Jack kills the _____ after he steals the harp.

33. The Witch brings _____ back to life and feeds them all of the ingredients for the potion.

34. At the end of the third day, the _____ becomes beautiful and the _____ dies.

Key Quotes – Who Said It?

- “The greatest prize can often lie
At the end of the thorniest path...” (Act 1, Scene 4)

- “I will not share you, but I *will* show you a world you’ve never seen.”
(Act 1, Scene 5)

- “Worrying will do you no good. If he’s safe, then he’s safe. If he’s been crushed, well, then, there’s nothing any of us can do about that, now is there?” (Act 1, Scene 5)

Key Moments

Identify one key moment of acting, directing, or design from this act/scene and answer the following questions:

- What about that moment made it stand out to you? Be specific.
- How do you imagine you would present that moment if you were the actor/director/designer? What choices would you make?

Act 1, Scene 6

Key Plot Points

Fill in the blanks using the word bank below:

WORD BANK				
power	toe	pigeons	slipper	tears
beanstalk	the desert	Stepsisters	heel	Witch

- 35.** The Stepmother cuts off Florinda's _____ and
Lucinda's _____ to try to get the slipper to fit.
- 36.** Rapunzel wandered aimlessly in _____ until she
came upon her Prince and her _____ cured his
blindness.
- 37.** In exchange for youth and beauty, the Witch lost her
_____.
- 38.** At Cinderella's wedding, _____ poked out
Florinda and Lucinda's eyes, blinding them.
- 39.** The Baker's Wife, very pregnant, thanks Cinderella for her
_____.

40. Everyone lived happily ever after except the _____
and the _____.

41. At the end of Act 1, we see a new _____ growing.

Key Quotes – Who Said It?

- “Look at the blood within the shoe:
This one is not the bride that’s true.
Search for the foot that fits.” (Act 1, Scene 6)

- “You are the only family I know. Come with me. Please.” (Act 1, Scene 6)

- “Journey over, all is mended,
And it’s not just for today,
But tomorrow, and extended
Ever After!” (Act 1, Scene 6)

Key Moments

Identify one key moment of acting, directing, or design from this act/scene and answer the following questions:

- What about that moment made it stand out to you? Be specific.
- How do you imagine you would present that moment if you were the actor/director/designer? What choices would you make?

ACT 2

Act 2, Scene 1

Key Plot Points

Fill in the blanks using the word bank below:

WORD BANK				
Cinderella	Baker	Jack	Steward	Giant
royal family	Little Red Riding Hood	Jack's Mother	Baker's Wife	Witch

1. The _____ wants to move to a larger cottage because it is too small for a family of three.
2. The baby always cries when the _____ holds him.
3. The _____ crushed the Baker's cottage and the _____'s backyard.
4. The Baker and his Wife set off to tell the _____ about the Giant.
5. _____ refuses to help the Baker and his Wife because no one came to their aid when the giant was in their backyard.
6. The _____ hurries the Baker out of the castle, without any care for solving his problem.
7. _____'s house has caved in also; the Baker and his Wife offer to take her to the woods.

8. _____ sneaks away to help find the giant, even though he promised not to.
9. _____ goes to the woods to see what the trouble is, after the birds suggest that she can disguise herself.

Key Quotes – Who Said It?

- “A giant’s the worst! A giant has a brain. Hard to outwit a giant. A giant’s just like us – only bigger! Much, much bigger! So big that we are just an expendable bug beneath its foot. CRUNCH!” (Act 2, Scene 1)

- “Oh, no. I can’t investigate. A Princess is not supposed to go into the woods unescorted.” (Act 2, Scene 1)

- “Into the woods to slay the giant!” (Act 2, Scene 1)

Key Moments

Identify one key moment of acting, directing, or design from this act/scene and answer the following questions:

- What about that moment made it stand out to you? Be specific.
- How do you imagine you would present that moment if you were the actor/director/designer? What choices would you make?

Act 2, Scene 2

Key Plot Points

Fill in the blanks using the word bank below:

WORD BANK				
Steward	Witch	Baker's Wife	Rapunzel	Narrator
birds	Princes	Giant	Jack's Mother	Mysterious Man

10. _____ is not adjusting to the world very well; she runs away from her mother and bursts into hysterical fits of crying.
11. The _____ are in the woods pursuing other women.
12. At Granny's house, the Baker, his Wife, and Little Red Riding Hood run into the _____ and the royal family.
13. The _____ wants revenge for the death of her husband.
14. The group hands over the _____ to the Giant. When she discovers that it isn't Jack, she drops him.
15. When she doesn't stop yelling at the Giant and agitating her, the Steward kills _____.
16. After the Giant accidentally steps on Rapunzel, the _____ decides to go find Jack and give him to the Giant herself.

17. After a short tryst in the woods with Cinderella's Prince, the _____ is killed by a falling tree.
18. When the Baker decides to leave the baby with Cinderella and leave, the _____ convinces him to end the cycle and stay.
19. Cinderella, the Baker, Jack, and Little Red Riding Hood, with the help of the _____, slay the giant by blinding her and striking her from behind.

Key Quotes – Who Said It?

- “No, of course what really matters
Is the blame,
Someone you can blame.
Fine if that's the thing you enjoy,
Placing the blame,
If that's the aim
Give me the blame –
Just give me the boy.” (Act 2, Scene 2)

- “Trouble is, son,
The farther you run,
The more you feel undefined
For what you have left undone
And, more, what you've left behind.” (Act 2, Scene 2)

- “Sometimes people leave you,
Halfway through the wood.
Others may deceive you.
You decide what’s good.
You decide alone
But no one is alone.” (Act 2, Scene 2)
-

Key Moments

Identify one key moment of acting, directing, or design from this act/scene and answer the following questions:

- What about that moment made it stand out to you? Be specific.
- How do you imagine you would present that moment if you were the actor/director/designer? What choices would you make?

ACTIVITIES

Learning Targets

I can:

- Demonstrate my comprehension and understanding of *Into the Woods*.
- Work collaboratively to create an environment with only the items that are readily available to me.
- Complete a preliminary character analysis and research for design or performance.

Collaborative Play/Set Construction

In the [video](#) you just watched, Timothy Sheader talks about how they came up with the idea for creating Granny's house and her bed. Work in small groups to create the environment listed on the paper you have chosen using only the props available in the room and any items you may have brought to class today.

Answer the following questions in your notebook or in an online document.

Student Reflection

1. Prop(s) used:
2. What I liked best about our ideas/choices:
3. If I could change one thing it would be _____ because:
4. Overall reflection on this activity:

Research

Select a character from the play. Make a list of key traits to narrow down the essence of the character. Once you have a list, create an inspiration board (either a digital or physical collage) of images that demonstrate the essence of how you think the character acts or what they might look like. Describe your choices to your classmates.

Complete the details below in your notebook or in an online document.

Student Workspace

1. Key character traits (list):
2. Other research:

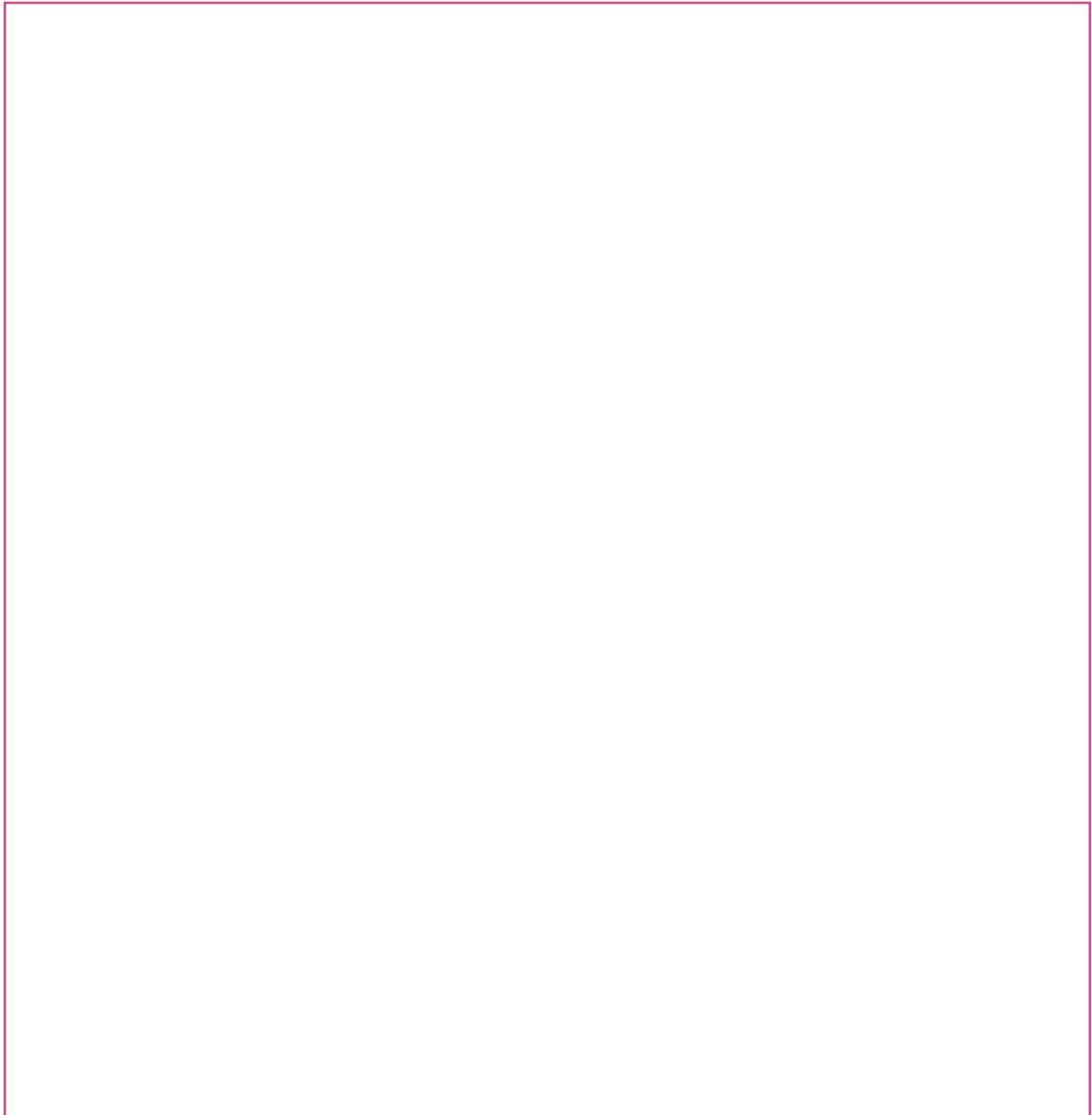
Reflection

3. How were my creative choices influenced by my research?
4. Was I able to express my ideas based on the research creatively?
Explain:
5. Overall reflection on this activity:

Plot Points Poster

Create a poster for a specific scene or act from the play. The poster should feature details of the key events in the plot, as well as visuals and information about the characters and their journeys. This could be created in the style of a poster for a play at a theater or a comic strip. Be as creative as you want to be.

You can create your poster in your notebook, in an online document, or on posterboard. Use the blank space below to sketch out your initial ideas.



AFTER WATCHING

DISCUSSION QUESTIONS

You should use your own notebook or an online document to take notes on any in-class discussion you have over the included questions.

Learning Targets

I can:

- Draw conclusions based on what I have learned.

Questions:

1. Which characters would you classify as good and evil? Or is it more complicated than that? Why?
2. Several characters make morally questionable choices in pursuit of their wishes and needs (lying about the beans, stealing the cloak, killing other characters, etc.). Were any of these choices justified? What would you do if you were in the same situation?
3. Is the Giant (in Act 2) really evil? Or is she justified?

CHOICE CHARTS

Learning Targets

I can:

- Create original work guided by my chosen brief.
- Support the choices I have made with evidence and fact.
- Examine information, formulate new ideas, and develop a new interpretation of it.

Acting/Performance

Using the production that we have just watched, write an evaluation of the production which focuses specifically on the acting. Refer to the [Evaluation Template: Performance](#) document for guidance.

Choose a character from the play and create a playlist for them, linking songs to specific quotes from the text with explanations defending your choices.

Select a scene or monologue from the play. Select a director from your classmates. Rehearse the scene/monologue and perform it for the class.

In addition to the performance itself, you will need to turn in the following written work in your actor's notebook:

- A one-page explanation of your character analysis.
- Rehearsal schedule.
- Rehearsal notes.

Make notes on the character's objective, super-objective, and obstacles in the scene, as well as the play in general.

Make notes on the character's relationship with the other character(s) in the scene/ play.

Write a brief narrative on the character's backstory, based on information the character shares in the script, and filled in with your imagination.

Design/Technical Elements

<p>Focusing on either costume or scenic design, create both of the following:</p> <ol style="list-style-type: none"> 1. A black and white concept sketch of the set or costume design of a key scene or character including notes on the reasons for your choices. 2. A full-color rendering of the same set or costume you sketched. 	<p>Using the production that we have just watched, write an evaluation of the production that focuses specifically on the design and technical elements (set, costume, lighting, and sound). Refer to the <u>Evaluation Template: Design/Technical Theatre</u> document for guidance.</p>
<p>Using the production that we have just watched, create an outline of the themes explored in the play, and discuss the ways in which the designers have created visual metaphors to explore this theme. Discuss the effectiveness of each.</p> <p>Address at least three relevant areas of design, including scenic design, costume design, lighting design, and sound design.</p>	<p>Using the production that we have just watched, select one or more themes explored in the play, and create a vision board of your design concept, including colors, shapes, and other elements of design to achieve your visual metaphor(s) for each of these themes.</p> <p>Create a rendering of the designs that you have envisioned for this production. Address at least one relevant area of design, including scenic design, costume design, lighting design, and sound design. You may wish to discuss additional areas of design and how they relate to the area of design that you have rendered.</p>

Concept/Directing

Choose a production concept for how you would like to present the play. You may choose anything you'd like to complete the following two tasks:

1. Create a design/mood board that includes images and descriptions that communicate your design concept for the play. Images should include colors, textures, designs etc.
2. Write up to three pages describing your production concept and justification for the artistic choices you plan to make. You should make connections to the images you have chosen for your design/mood board.

Choose a scene or monologue from the play. Decide on a concept for your production. Cast a classmate or classmates in the required role(s). Direct the scene/monologue and have it performed for the class.

In addition to the performance itself, you will need to turn in the following written work in your director's notebook:

- A one-page explanation of your directorial concept.
- Rehearsal schedule.
- Rehearsal notes.

Make notes on the history of the period in which you have chosen to set your production.

Make notes on the location in which your production is set.

Make notes on the social and political context for your production.

Choose a production concept for how you would like to address important themes within the play. You should select at least two important ideas to drive your concept. Work with other classmates who will create design renderings to address your vision.

In addition to the drafts and final copies of the group's renderings, you should also turn in the following written work:

- A one-page explanation of your vision for the production design.
- A vision board of your concept. It may be digital.
- A written explanation of the collaborative design process from vision, to drafts, to final design renderings, and how you communicated with the team to achieve your vision.