

PIPPI LONGSTOCKING

a Wheelock Family Theatre Study Guide

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Welcome (or, as Pippi would say, Välkommen!) to Wheelock Family Theatre's production of *Pippi Longstocking*—a delightful adaptation of Astrid Lindgren's popular novel by the Children's Theatre Company of Minneapolis.

From her bright red braids to her enormous black boots, Pippi Longstocking is the most astonishing person her neighbors, Tommy and Annika, have ever seen. And her name? Equally as surprising: Pippilotta Delicatessa Windowshade Mackrelmint Ephraim's Daughter Longstocking!

Pippi's superhuman strength, unbounded imagination, and absolute disregard for the rules of polite society alternately scandalize and delight Tommy and Annika (and the audience, as well), as they quickly fall in love with her mischievous spirit and kind heart. But can we believe all of Pippi's stories? Is her father really Captain Longstocking of the good ship Hoptoad, a famous pirate? Did he survive the shipwreck? And will he be joining Pippi soon at Villa Villekulla?

While we wait to find out, Pippi leads burglars, policemen, circus strongmen, teachers, and child welfare workers a merry chase with outrageous tricks and laugh-out-loud humor. Astrid Lindgren's much-translated books, which began as bedtime stories told to her young daughter, have delighted children since 1945 and will continue to enchant and amaze in this colorful and fast-paced adaptation.

In this study guide, you'll find ideas to investigate and things to learn before you come to see the show and activities to follow up your experience at Wheelock Family Theatre. So, ha det så roligt (have fun)!

A Note About This Production

WFT has been on the forefront of inclusion and nontraditional casting since 1981, offering enhancements to audience members with physical and developmental disabilities. This production of *Pippi Longstocking* represents an exciting expansion of WFT's access mission. In our interpretation of the story, Pippi enters a "perfect" village, where creative expression and any departure from what is considered "normal" are discouraged. Pippi's expansive worldview and her strength of spirit act as powerful influences on the people around her. By the end of the play, the once narrow-minded villagers have come to embrace diversity—and all the joy and richness it brings to life.

Here are some of the ways in which WFT has created opportunities for both performers and audience members with disabilities in this production.

Casting. The cast of *Pippi* includes a dancer who is Deaf and legally blind in the role of Pippi's "Angel Mother" (who appears to Pippi in a dream) and a school kid played by an actor who is Deaf. Pippi communicates with these characters using American Sign Language (ASL). In addition, this production continues WFT's long tradition of multicultural and intergenerational casting, featuring actors in lead roles from a variety of racial and ethnic backgrounds and from age seven to seventy.

American Sign Language Interpreted Performances. This production of *Pippi Longstocking* breaks the traditional mode of the static ASL interpreter, who is usually positioned offstage and does not interact with the characters onstage. WFT's *Pippi* brings the interpreters up onto the stage and into the action!

Autism-Friendly Performance. Using the Theatre Development Fund's model of adapting a production for a distinctive audience—in this case, families with children who have an autism spectrum disorder—WFT has collaborated with specialists in the field to create an autism-friendly performance of *Pippi* on Saturday, April 27, at 10:00 am.

We're thrilled you'll be part of this celebration of universal access to theatre!

BEFORE YOU GO...

Ask students to recall the story of *Pippi Longstocking* by telling it informally, as they remember it.

- Who are the main characters?
- What might they look like in the staged version at Wheelock Family Theatre? Have students design costumes for each character.
- In what settings will the action in the story take place? Have students imagine and draw sets for the show, including the Villa Villekulla, the carnival, the schoolroom, etc.
- Suggest that students tell the story in the form of a cartoon strip, with one panel illustrating each major narrative event.

Ask students if they have seen the story of *Pippi Longstocking* dramatized before.

- Was it on film, on stage, at school, at a professional theatre, on television or video?
- Had you read the book before seeing the dramatization? If so, was the dramatized version similar to or different from the way you imagined it would be after reading the book?
- How is reading a story different from seeing it enacted?
- What's special about reading a story, and what's special about seeing it acted out?
- If you were telling the story of Pippi Longstocking, what art form would you use? Why?

Have any of the students read another book about *Pippi Longstocking*? Which one(s)?

Discuss the fact that there are many versions or adaptations of many tales. Select several versions of a well-known story (e.g., Cinderella) to read aloud or together, and discuss the similarities and differences.

- Does the story line remain the same?
- What changes in each version?

Ask students to think about what the Wheelock Family Theatre production of *Pippi* might be like.

- What are some of the challenges in adapting *Pippi Longstocking* for the stage?
- Do you think there will be a real horse on-stage? What about the monkey?
- Pretend that people are cast as the animals. How would you move as a horse? A monkey? Do you have a dog or cat at home? How would you move as a dog or a cat?

Let students know that WFT's production of *Pippi Longstocking* includes American Sign Language [ASL].

- What is American Sign Language?
- Does anyone have any experience using ASL? Explain.
- Why would Wheelock Family Theatre choose to use ASL in the play?
- How might ASL be incorporated in the production?

Create a Pippi Longstocking Corner—filled with books, CDs, tapes, pictures, dolls, puppets, original drawings, wigs, costume pieces, etc.

Learn more about Astrid Lindgren and investigate Sweden, using the information on the next few pages as a starting point...

About the Author



Astrid Lindgren was born Astrid Anna Emilia Ericsson on November 14, 1907, in the small town of Vimmerby in southern Sweden. “Her father was a tenant farmer, and Mrs. Lindgren grew up outside Vimmerby at Nas, a five hundred-year-old farm, in an old red house surrounded by apple orchards” (Margalit Fox, *The New York Times*.)

As a child, Mrs. Lindgren loved to read books—especially those with a girl as the heroine. After attending public school, she moved to Stockholm and married Sture Lindgren. The Lindgrens had two children.

The credit for naming Pippi Longstocking really belongs to Mrs. Lindgren’s daughter, Karin. In 1941, seven-year-old Karin was in bed with pneumonia. Bored and restless, she continually pestered her mother to tell her a story. When Mrs. Lindgren asked, “A story about what?” Karin replied, “About Pippi Longstocking.” And so, Mrs. Lindgren made up a story about Pippi Longstocking. “I didn’t ask her who Pippi Longstocking was,” Mrs. Lindgren told *The New Yorker* in 1983. “I just began the story, and since it was a strange name it turned out to be a strange girl as well.”

A few years later, Mrs. Lindgren wrote a book about Pippi as a present for Karin’s tenth birthday. When she took *Pippi* to the publisher who had printed her first story, *Britt-Mari Opens Her Heart*, the publisher rejected the book—Pippi was just too outrageous, too wild, not at all like the more ladylike heroines of the time.

Not discouraged, Mrs. Lindgren entered *Pippi* in a contest sponsored by a rival publishing house—and won! *Pippi Longstocking* was published in 1945. It was followed by *Pippi Goes on Board* in 1946 and *Pippi in the South Seas* in 1947.

In all, Mrs. Lindgren wrote eighty-eight works, including books and plays, many of which have been made into films, television series, radio shows, and cartoons. Her works have sold more than one hundred million copies in eighty languages.

Although she is best known for her books, Mrs. Lindgren was also a prominent advocate for the rights of people and animals. She used her writing talent to express her concern for the welfare of children and to support legislation to protect animals against abuses by factory farms. The people of Sweden respected and trusted her, and her words made a difference.

Mrs. Lindgren was voted the most popular Swede of the century in 1999. There are schools in Sweden named after her and two museums in Sweden are devoted to her work. Astrid Lindgren’s World, in Vimmerby, is a theme park for children that features replicas of the houses and places in Mrs. Lindgren’s books.

UPPTÄCKT! Astrid Lindgren's archived literary works take up an estimated 150 linear meters of shelving in the National Library in Stockholm.

Many countries and organizations honored Mrs. Lindgren for her books. In 1958, she received the most prestigious international award in children's literature, the Hans Christian Andersen Award, presented by the International Board on Books for Young People, in recognition of the impact of her body of work on children's literature. She received the International Book Award from UNESCO in 1993.

Mrs. Lindgren died on January 28, 2002, at the age of ninety-four.

Sources and Resources

<http://www.astridlindgren.se/en> (the official Astrid Lindgren website, including information about her life, her work, her characters, wonderful photographs of the author, and more)

<http://www.astridlindgrensworld.com/> (the website of Astrid Lindgren's World in Vimmerby, Sweden, a theatre and theme park featuring characters from her books)

<http://www.alma.se/en/Astrid-Lindgren/> (site about the Astrid Lindgren Memorial Award, with information about Astrid Lindgren)





Astrid Lindgren is one of Sweden's most famous authors. Take a trip to Sweden and learn more about the country where Mrs. Lindgren—and Pippi—were born!

History and Geography

Sweden is in northern Europe and is roughly the size of California. Almost nine-and-a-half million people live in Sweden. How many people live in California?

The Vikings were among the first people known to have lived in Sweden. The name "Viking" probably came from the Swedish word for bay, "vik," which shows how much the early Swedes relied upon the sea for their livelihood.

Although the Vikings are often considered wild, merciless robbers, they were primarily farmers and sailors. Swedish Vikings sailed mostly eastwards into modern-day Russia, where their influence can still be seen. It's possible that the name "Russia" came from "ruser," one of the names of the Swedish Vikings.

The Vikings had their own mythology. Their gods were called **asar** and they lived in **Asgård**. Humans lived in **Midgård** and a race of giants lived in **Jotunheim**. The most important god was **Oden**, the lord of gods and humans. After battles, he took the fallen Vikings to **Valhall** on his horse **Sleipner**. **Frö** and **Fröja** were the god and goddess of love. Most famous among the gods is **Tor**, the mightiest warrior of them all. He was the god of thunder and had a hammer called **Mjölner**, which returned to his hand after he had thrown it, like a boomerang.

UPPTÄCKT! The origin of the word Thursday is the Swedish word Torsdag, meaning "Thor's day." What other days of the week come from Nordic mythology?

During the days of the Vikings, local chiefs ruled over small areas, sometimes no bigger than a large farm or a village. These chiefdoms grew in some areas and became more extensive as time went by. Two tribes or local nationalities—the **Göter** and the **Svear**—became the most influential and formed two states with kings as leaders. Eventually, these states joined together and became Sweden.

SWEDEN



Source: <http://www.cia.gov/cia/publications/factbook/geos/sw.html>

UPPTÄCKT! All of the following were invented in Sweden: Tetra Pak (a paper package system for non-carbonated liquids) • The Separator and the Milking Machine • The Ball Bearing • The Propeller • The Zipper • The Safety Match • Dynamite

Government

Today, the Swedish form of government is called a **parliamentary democratic monarchy**. The **PARLIAMENT** (called Riksdagen) is **DEMOCRATICALLY** elected by and represents the interests of the citizens. The **MONARCH** is King Carl XVI Gustaf, whose job is purely ceremonial.

Participation in elections is generally high, ranging from 88.3 percent to 91.8 percent! How does this compare with the percentage of United States citizens who vote?

UPPTÄCKT! The number of women in Riksdagen is one of the highest in the world. Around 44 percent of the members of parliament are women.

Sources and Resources

<http://www.sverigeturism.se/smorgasbord/index.html> (a comprehensive site, including information on Swedish provinces, nature, culture, sports, lifestyle, society, and industry)

<http://www.sweden.se/> ("the official gateway to Sweden," includes news, cultural information, and weather reports)

<http://www.illustrata.com/pages/ny.html> (the Virtual Museum of Vikings in east Södermanland and Nyköping)

<http://viking.no/> (myths and facts about Vikings)

<http://www.pantheon.org/areas/mythology/europe/norse/articles.html> (the Encyclopedia Mythica, featuring exhaustive information on Norse Mythology)

<http://www.visitsweden.com/sweden/Things-to-do/Culture-heritage--arts/Museums-of-Sweden/> (links to the museums of Sweden and information about arts and culture)



THINGS TO EAT!

Which of these Swedish specialties would Pippi enjoy?

PYTT I PANNA is a hash of fried diced meat with onions and potatoes served with fried eggs and slices of pickled red beets.

KÅLDOLMAR, or stuffed cabbage rolls, is a dish brought to Sweden from Turkey by King Charles XII (Karl XII) three hundred years ago.

CRAYFISH are tiny lobsters served with dill, sugar, and salt—and eaten with your hands at crayfish parties in August.

COFFEE is Sweden's most popular beverage. In fact, Swedes rank second in the world when it comes to drinking coffee. At **KAFFEREP**, or coffee parties, at least seven sorts of home-made buns and cakes are served!

SURSTRÖMMING is fermented Baltic herring—and it is definitely an acquired taste. It is sold in cans, and when you open them a strong, foul smell is released, the result of a fermentation process. This method of preservation was invented long ago, when brining food was quite expensive due to the cost of salt. When fermentation was used, on the other hand, just enough salt was required to keep the fish from rotting. Surströmming is served with boiled potatoes and onions and often rolled into a slice of **TUNNBRÖD**, a type of thin, flat unleavened bread.

PEPPARKAKOR literally translates as pepper cakes. The first pepparkakor were honey cakes, flavored with pepper and other spices such as cloves, cardamom, cinnamon, and anise, and were imported from German monks beginning in the 1300s. Over time, the pepper was eliminated from most but not all recipes and honey was replaced by beet sugar syrup. For many Swedish families, baking pepparkakor at home, using cookie cutters shaped like Christmas goats, pigs, angels, hearts, stars, men, and women, remains an essential part of Christmas celebrations.

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< **UPPTÄCKT!** Some Swedes celebrate St. Martin's Day in November by eating a traditional meal >  
of roast goose with potatoes and red cabbage, applecake with vanilla sauce, **SPETTEKAKA** (a tall  
cake baked on a spit), and blood soup, made with goose blood.  
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SMÖRGÅSBORD is perhaps the most famous Swedish culinary institution. The word **smörgås** means something like "open sandwich," and **bord** is the Swedish word for "table," but **smörgåsbord** means more than a table full of sandwiches. This specialty instead consists of lots of small dishes from which the diner picks and chooses. An average smörgåsbord might feature: a variety of herring dishes—sweet pickled herring; pickled herring with onions, mustard, dill, etc.); Swedish meatballs; salmon; pies; salads; "Jansson's temptation" (sliced herring, potatoes and onions baked in cream); eggs; bread; and boiled and fried potatoes.

Sources and Resources

<http://www.sverigeturism.se/smorgasbord/smorgasbord/culture/>

<http://www.swedishkitchen.com/> (recipes and history of Swedish cooking; descriptions of holidays celebrated in Sweden)

THE LANGUAGE

Pippi's last name in Swedish is Långstrump. Try learning some other Swedish words!

Hej	Hello
Tack	Thank you
På återseende	Good-bye!
Tack så mycket	Thank you very much!
Det har jag ingen aning om	I have no idea!
Jag ber om ursäkt	I'm sorry
Jag förstår inte	I don't understand
Det är bra	That's good
God dag!	Good day!
God kväll!	Good evening!
God morgon!	Good morning!
God natt!	Good night!
Hur mycket är klockan?	What time is it?
Hur mår ni?	How are you?
Mitt namn är...	My name is....
Idag	Today
Imorgon	Tomorrow
Igår	Yesterday
Vad kostar det?	How much is it?
Höger	Right
Vänster	Left
Rakt fram	Straight on
Jag vet inte	I don't know
Upptäckt!	Discovery!

Sources and Resources

<http://folkets-lexikon.csc.kth.se/folkets/folkets.en.html> (online English-Swedish dictionary)

<http://members.tripod.com/~SwedishAlphabet/> (hear letters of the alphabet and common Swedish words pronounced)

<http://www.travlang.com/languages/cgi-bin/langchoice.cgi> (another site to check for pronunciation of Swedish words via RealAudio)

Theatre Vocabulary

Theatre has a language and vocabulary all its own. Here is a great, extensive dictionary of this special theatre “lingo” created by the Oakland School for the Arts Theatre Department in Oakland, California 94612.

<http://teachers.oakarts.org/~mberry/Theatre%20Vocabulary%20List>

Parts of the Theatre

Apron - the area of the stage in front of the main curtain

Backstage – stage area beyond the acting area, including the dressing rooms

Box Office - the office from which the tickets are sold for admission to performances

Dressing Rooms – a space for performers to hang costumes, put on makeup, and otherwise prepare for the show

Flies – area above the stage where the scenery and lights are hung, often on moveable pipes so they can “fly” out when they’re not needed

Greenroom – traditional name of the room in which actors gather to wait for entrances.

Although many are not painted green today, it is thought that the equivalent room in London’s Drury Lane theatre was green, hence the name.

House – the auditorium where the audience sits

House Curtain - the main curtain separating the stage from the audience

Lobby - the area of the theatre outside the house where you might find the box office and the concession stand

Orchestra Pit - a lowered area, in front of (sometimes under) the stage

Orchestra, Mezzanine, Balcony, Boxes - different parts of the house

Proscenium - the arch at the front of the stage that, in combination with the stage, forms the frame through which the audience views the play

Traps – cut-outs in the stage floor, which can be opened to provide a quick, secret exit

Wings - the area, left and right of the stage, out of the audience's view

People Who Work at the Theatre

Actor - represents a character in a production

Box Office Staff – sell the tickets from the box office

Director - supervises the production of a show

House Manager - in charge of all elements of the front of house (services to audience members)

Props Person - gathers and maintains props

Stage Crew - work for the Technical Director and, at the time of the performance, under the direction of the Stage Manager

Stage Manager - assists the director during rehearsals and is in charge of the stage during a performance

Technical Director - oversees the pre-performance development of all technical elements of a production—lights, sound, scenery, and props

Ushers – help to seat audience members

Wardrobe Person - prepares and maintains costumes

Words Actors and Directors Use

Ad Lib – to improvise words and actions.

Cue – the word or line that lets you know your line is next

Downstage – part of the stage closest to the audience

Go up – to forget your lines

Mugging, Hamming, Chewing the Scenery - all slang terms for overacting

On the road – to take a play or show to different theatres all over the country

Places – where everyone is supposed to be at the beginning of the play

Props - objects used in a play other than scenery and costumes

Stage right or left – from the point of view of the actor on stage

Steal a scene – for an actor to do something that take focus away from the rest of the actors

Strike – to take apart the set at the end of the play or to remove from the stage a prop or piece of scenery

Upstage – part of the stage furthest away from the audience

Walk-on – a small part with no lines

Theatre Superstitions

Never say "Good Luck" – instead say "Break a leg!"

Never whistle in the dressing room – it's bad luck.

Never say the title of Shakespeare's play, *Macbeth*, inside the theatre – instead call it "The Scottish Play." To say *Macbeth* in a theatre is extremely bad luck!

After the Show

Questions for Discussion

Pippi's full name is Pippilotta Delicatessa Windowshade Mackrelmint Ephraim's Daughter Longstocking.

- When Pippi introduces herself for the first time in the play, what does she do after saying each part of her name?
- Can you make up a six-part name for yourself and add a sound or a movement after each part, like Pippi did?

Pippi's living situation is most unusual for a young person.

- Does Pippi have parents? Where are they?
- Where and with whom does Pippi live?
- Where do you live?
- Who else lives with you?

Pippi's mother was portrayed by a dancer who is both Deaf and legally blind, and one of the school kids in the production was played by an actor who is Deaf.

- When did it first occur to you that Pippi's mother was Deaf? How was this shown in the production?
- When Pippi dreams of her mother, they use American Sign Language to communicate. How did this interaction change the scene? Did it add meaning to the scene? If so, how?
- Later in the play, Pippi encounters a school kid who is Deaf. How does her interaction with him change the way that student views himself? How might it alter the way the teacher and the rest of the class view him?

Animals are important members of Pippi's household.

- What kinds of animals live with Pippi? What are their names?
- Do you have animals who live with you? If you do, what are their names?
- If you don't, would you like to have an animal? What kind?
- What might you name a pet kangaroo? A pet hamster? A pet koala bear?

Pippi does things a little differently from the way they're usually done.

- How does Pippi sleep? Can you show different ways people might sleep, using a pillow and a blanket for props?

Friends and First Impressions

- What does "first impression" mean?
- How did Tommy and Annika react to Pippi when they first meet her?
- What kind of first impression did Tommy and Annika have of Pippi, and what kind of first impression did Pippi have of Tommy and Annika?
- What are some things that people do that create a first impression for you—both positive and negative? Without talking, try moving and walking in a friendly way and in an unfriendly way.
- Would you like to have Pippi as a friend?
- What might be good (and bad) about being friends with Pippi?
- Do you have any friends like Pippi? In what ways are they like her? What's easy and hard about being friends with them?
- If you could spend the day with Pippi, what would you do?

In this story, Pippi lives on her own.

- What does it mean to "live on your own"?
- If you lived on your own, what would it be like?
- What are the advantages and disadvantages of living on your own?

Astrid Lindgren described Pippi in this way:

"Her hair, the color of a carrot, was braided in two tight braids that stuck straight out. Her nose was the shape of a very small potato and was dotted all over with freckles. It must be admitted that the mouth under this nose was a very wide one, with strong white teeth. Her dress was rather unusual. Pippi herself had made it. She had meant it to be blue, but there wasn't quite enough blue cloth, so Pippi had sewed little red pieces here and there. On her long thin legs

she wore a pair of long stockings, one brown and the other black, and she had on a pair of black shoes that were exactly twice as long as her feet.”

- What does Pippi’s appearance tell you about her?
- How does the way you pictured Pippi compare with the way she appeared in the Wheelock Family Theatre production?

People often judge others by what they look like or what they wear.

- Can you give examples of how someone dresses says something about them?
- Do you think it’s fair to judge people on the basis of what they wear or how they look? Why or why not?

Pippi tells many “stories,” which could be considered as not telling the truth or at least as stretching the truth.

- What are some of these stories?
- Why do you think Pippi does this?
- Does Pippi think of her stories as lies or just having fun?
- Does anyone get hurt as a result of Pippi’s fabrications?
- What is the difference between lying and being imaginative?
- Have you ever told stories about yourself that aren’t true? Why?
- Does Pippi have a mother who’s an angel and a father who’s a cannibal king?

Think back on what happened when Pippi encountered “polite society” and people in authority.

- How did Pippi behave when she went to school? To the coffee party? To the carnival?
- What do you think of the way she behaved?
- Do you think the way authority figures like the teacher and Mrs. Prysselius handled her behavior was fair or not? Why?
- Do you think Pippi should have stayed in school? Why or why not?

It seems that Pippi is always breaking rules.

- What rules does she break and how does she break them?
- Does she break rules on purpose or by mistake?
- Have you ever gotten in trouble for breaking a rule?
- Did you know you were breaking a rule? How did you know?
- What happened when you broke the rule? Did you get in trouble?
- Do you agree that the rule you broke should be a rule? Why, or why not?

Pippi the World Traveler

- Pippi has been to lots of places all over the world. Make a list of all the places she mentions having visited. Can you find them on a map or a world globe. Where are they in relation to Sweden?

Pippi meets lots of different characters during the course of the play. Most of these characters are exaggerated or “bigger than life.”

- What does “bigger than life” mean to you? Try moving in a way that is “bigger than life.”
- Which of the characters was the funniest?

- Were any of the characters like people you know in your own life? In what ways?
- What character would you like to be if you were in this play? Why?

Think Theatrically

About the Play

Turning a book into a play can be very tricky: a playwright can't include everything that's in the book in the play.

- Were there scenes in the Pippi book that you missed in the play?
- Why do you think they were not chosen for the play, while other scenes were?
- Have students try their hand at dramatizing a familiar story. Discuss how they decided what to include and what to leave out.

About the Production

- What did Villa Villekulla look like? The carnival? The school? The pirate ship? Have students draw pictures of the set and costumes as they actually appeared in WFT's production of *Pippi Longstocking*. Then, compare these drawings with the pictures they made before attending the show. How are they similar? How are they different?
- How did WFT's set and costumes show the difference between Pippi and the townspeople? How did the set and costumes change during the course of the show to reflect Pippi's influence on the town?
- What did each character's costume tell you about him or her?
- Why do you think the director used puppets to represent Mr. Nilsson and the Horse?
- How did the puppeteers interact with their puppets?
- Dances can be used to tell stories as well as words. Make a list of the different dances that you saw in *Pippi Longstocking*. How were they different from each other?
- What part of the story was each dance telling?
- And what about the music? Describe it, and the different sound effects that you heard. How did they help to tell the story?
- Find a piece of music that reminds you of Pippi and create your own Pippi dance to that music.

About the Overall Experience

- Have you ever seen a live stage show before?
- How was that experience like the one you had at WFT?
- How was it different?
- What part of the show was the funniest? The scariest? The most touching?
- What role did the audience play in the production?
- If you could be in the show, which role would you like to play?

Write a Review

A review is someone's opinion of something. Generally, reviews appear in written form and are published in magazines or newspapers. The writer of the review provides the reader with his or her opinion of what he or she observed.

- Suggest that students write their own review of the play *Pippi Longstocking*. In writing their reviews, ask them to use at least five of the words below.

Actors	Choreography	Makeup	Props	Cast
Costumes	Music	Set	Characters	Lighting
Theatre	Set Designer	Special Effects		

Write a Fan Letter

A fan letter is written to a person admired by the author of the letter. Generally, this type of letter states how much the author of the letter likes and admires the work of the person who is receiving the letter.

- Suggest that students write a fan letter to their favorite actor in the show, telling this person how they felt about his or her performance in the play *Pippi Longstocking*.