

LESSON PLAN OVERVIEW

Week 1: Understanding Hans Christian Andersen’s “The Emperor’s New Clothes” (1837).

Lesson 1: Hear and discuss “The Emperor’s New Clothes” (Condensed Version).

Lesson 2: Hear and discuss Hans Christian Andersen’s “The Emperor’s New Clothes.”

Lesson 3: Vocabulary from “The Emperor’s New Clothes”

Lesson 4: Reading “The Emperor’s New Clothes” out loud

Lesson 5 (or extension): Telling “The Emperor’s New Clothes” in your own words.

Week 2: Understanding the role of culture, society, and history in shaping this story.

Lesson 1: The world behind “The Emperor’s New Clothes”

Lesson 2: Hans Christian Andersen, Paper-Cutting Artist

Lesson 3: Emperors, Kings, and Presidents

Lesson 4: Why people tell stories

Lesson 5 (or extension): Changing the story of the Emperor

Week 3: Understanding how Peter Schickele’s version of this story (2002) grows or departs from Hans Christian Andersen’s.

Lesson 1: Peter Schickele’s version of “The Emperor’s New Clothes”

Lesson 2: Instruments and characters in “The Emperor’s New Clothes.”

Lesson 3: Changing the story by adding ballet.

Lesson 4: What does the choreographer do?

Lesson 5 (or extension): Make up your own dance to “The Emperor’s New Clothes.”

Week 4: Understanding the role of performing arts (music, story-telling and ballet) in bringing this tale to life.

Lesson 1: Getting ready to go to the Wildish Theater

Lesson 2: Reviewing Hans Christian Andersen’s and Schickele’s versions of the story

Lesson 3: Trip to Wildish Theater for performance of “The Emperor’s New Clothes”

Lesson 4: Reactions to live performance of “The Emperor’s New Clothes”

Lesson 5 (or extension): Preparing to create your own version of the story

Week 5: Understanding how “The Emperor’s New Clothes” can be updated, illustrated, and re-written by students in grades 3-5.

Lesson 1: Writing your own version of “The Emperor’s New Clothes”

Lesson 2: Writing your own version of “The Emperor’s New Clothes” (continued)

Lesson 3: Writing your own version of “The Emperor’s New Clothes” (continued)

Lesson 4: Illustrating your version of “The Emperor’s New Clothes.”

Lesson 5 (or extension): Help us do a good job next year!

Week 1: Understanding the “Emperor’s New Clothes”**Pre-Test** (15 minutes), Appendices 1.1

Please explain to the kids that we need to find out how much they learn in the next five weeks with this project, so we will give a short test at the beginning and at the end. The pre- post-tests are not graded, but we need teachers (or computers) to score them and report to us on our website at chambermusicamici.org under Outreach/Education/Emperor.

Lesson 1: Hear and discuss “The Emperor’s New Clothes” (Condensed Version)

Introduction and discussion:

Hold up the biggest, funniest pair of men’s boxer shorts you can lay your hands on and ask, “What would it take to get you to come to school in just this?”

Discuss responses.

Explain: Hans Christian Andersen wrote a story in which someone tricked not just ANYBODY, but the Emperor, into parading down the street naked.

For the next five weeks we will be learning about his famous story, “The Emperor’s New Clothes.”

Question: How many of you have heard of it?

Question: Does anyone know what it is about?

See if anyone can tell it.

Put elements of plot on board as kids suggest them.

It’s an old story passed down in books and by people telling it to each other. It changes every time someone new tells it.

Here is a short version of “The Emperor’s New Clothes.”

Read the story below. Alternative #1: play track #1 from the CD “The Emperor’s New Clothes,” Resources 3.0. It contains actor William Hulings’s reading of Andersen’s original tale, from Amici’s performance June 1, 2011, in the Wildish Theater. Alternative #2: show the Danny Kay version of the story on You Tube, Resources 1.3.

The Emperor’s New Clothes (Abridged)

There was once an Emperor who loved fine clothes. Two scoundrels decided to take advantage of his vanity by offering to make him a set of clothes so light and fine and comfortable that he would hardly feel like he was wearing anything at all! In fact these clothes would be invisible to anyone too stupid to appreciate them.

The Emperor fell for this scheme. He gave the two men a big bag of gold coins to buy materials to create the outfit. They set up a loom and pretended to weave. The Emperor thought he was getting a good deal—besides a nice new suit, he would find out who was really stupid. After a few days he sent the prime minister to check on the progress. When he looked at the empty loom he broke into a cold sweat, afraid he was too stupid to see the fabric. Too embarrassed to admit he saw nothing, and afraid of being fired by the Emperor, he said, “How beautiful!”

The “weavers” brought the non-existent fabric to the Emperor, who also was too embarrassed to admit he didn’t see it, so they took his measurements and prepared to make his new suit, cutting

the air with their scissors and pretending to sew. When the suit was finished the people requested to see it, so they planned a big parade.

As the Emperor walked by, everyone said, “Look at the Emperor’s New Clothes! How beautiful! What colors!” No one wanted to admit to being too stupid to see the clothes. Only a child spoke up: “The Emperor is naked!” His father tried to hush him, but others heard, and a murmur soon went through the crowd. “The boy’s right!” Pretty soon everyone was pointing out that the Emperor was naked. The Emperor did his best to pretend everything was just fine, and he led the procession back to his palace.

Discussion

Question: Did you like this story? What did you like? (or not?)

Put reactions on the board.

Question: Do you think the Emperor got what he deserved? *Why (Why not?)*

Question: Have you ever been tempted to tell someone what you think he or she wanted to hear instead of what you know is the truth? Why do you think people do this?

Question: Who do you think is the most important character in the story? Why?

Put characters on the board.

Question: Why do you think no one has a name in this story?

Things that might come up: are the roles (emperor, advisor, weaver, subject, child) more important than the specific people who fill them? Any advisor might want to tell the emperor what he wants to hear; any child might blurt out the truth.

Question: What do you think this story is about?

Put ideas on the board.

Things that might come up: vanity, peer pressure, insecurity, the temptation to lie, fear of looking stupid, fear of people in power, the desire to trick people, respect for authority, the honesty of children.

Activity: Handout 1.1: Looms

A **loom** is a machine used to weave cloth. The basic purpose of any loom is to hold the warp threads still to make it possible to weave in the weft threads. The upper loom (1.1 a) is from the time of Hans Christian Andersen. People still use looms today. (Alternative #1: Show video of a loom in action, Resources 1.4.)

Discussion: What do you think all the knobs and handles of the loom in the picture are for?

Handout 1.2 Warp and Woof

The basic process of weaving is very simple. The warp threads go in one direction and remain still. The woof (or weft) threads are what you weave in. You have to set up the warp threads first and tie them down. Then you can weave in the woof.

Extension or homework: Make a weaving.

(Send home permission slip for excursion to Wildish Theater?)

Lesson 2: Hear and Discuss Hans Christian Andersen's "The Emperor's New Clothes"

Yesterday you heard a short version of "The Emperor's New Clothes." Today you will hear the original story as Hans Christian Anderson wrote it in 1837 in Denmark, almost 200 years ago.

*Board: 2011-1837=174 years ago
1837-1805=32 years old*

vocabulary: apprentice (young helper who is learning a craft)

Short Bio: Hans Christian Andersen was born in the slums of Odense, Denmark, in 1805. His father was a shoemaker, and his mother washed clothes. Despite their poverty his parents indulged his interest in fairy tales and puppet shows. His father died when Hans was only 11, and he had to go to work to support himself. He worked first as a weaver's apprentice, then for a tailor. By the age of 14 he moved to Copenhagen to go to school and to work as a singer and actor in the Royal Danish Theater. After he grew up he became a writer of novels and 156 fairy tales, including "The Ugly Duckling." Here is "The Emperor's New Clothes" that he wrote in 1837.

Read to the class Andersen's version of the story, found in Resources, 1.1
(Alternative: Play Track #1 of the Amici CD "The Emperor's New Clothes," Resources 3.0.
There actor William Hulings reads Andersen's original story.)

Discussion

Question: Did you like this story?

What did you like? (Not like?)

List on board likes and dislikes and discuss.

Question: Do you think there's anything about this story that comes from Hans Christian Andersen's life? (*weaver? tailor?*)

Question: Do you know anyone who changes clothes several times a day? Why do you think they do this?

Question: Do you have a favorite outfit? What makes it special? Have you ever worn clothes so comfortable that they felt almost like you weren't wearing anything?

Question: Why do you think the Emperor decided to order the new clothes from the scoundrels?
Things that might come up: curiosity, vanity, wanting to know who is stupid.

Question: Why do you think the Emperor sends the Prime Minister to check on the progress of the weaving instead of going himself?

Question: Why do you think the Prime Minister, the Emperor, and all the people lie about what they see?

Question: Why do you think the father scolds the child for telling the truth?

Question: Do you think there is a moral to this story? If so, what is it?

Extensions or Homework: Mirror and washable pens needed: stand in front of a mirror with a friend, and create imaginary clothes for them by drawing on the mirror. Hat? Cape? Resources 1.3 Gives you the website.

Lesson 3: Vocabulary from “The Emperor’s New Clothes”

Handout 1.3 Vocabulary. Duplicate and distribute Vocabulary Sheet for kids to fill out as class progresses.

Activity and Discussion (20 minutes):

Read the Hans Christian Andersen story to the kids, paragraph by paragraph, stopping for vocabulary words. Ask the kids what they think they mean (example: paragraph 1: vain, Emperor, elegant). Ask someone to make up a sentence using the word from the story.

Group Work, Extension or Homework: 1) finish vocabulary work sheet; and/or 2) write down 5 sentences using three words from the vocabulary list in each sentence.

Lesson 4: Reading “The Emperor’s New Clothes” out loud.

Group work (10 minutes): The story has about 25 paragraphs.

Duplicate and hand out the Hans Christian Anderson story (Resources 1.1)

Break class into 8-10 groups and assign each group 2-3 paragraphs of the story. Assign each student one paragraph and ask him or her to practice reading it individually, then read it out loud to the other kids in the group. The group practices presenting their part of the story to each other, using an energetic story-telling voice, and understanding every word. You drift between groups checking on progress.

Activity (20 minutes).The class comes together to read the whole story out loud together, with each student contributing one paragraph.

Discussion:

Question: Did you notice anything *new* about the story when you needed to present part of it yourself?

Extension or homework: Tell this whole story in your own words to your family.

Lesson 5 (or extension) Tell “The Emperor’s New Clothes” in your own words to a classmate.

Group Work (10 minutes), followed by volunteers telling story to class. It’s OK to change elements of the story.

Week 2: Understanding the role of culture, society, and history in shaping this story.**Lesson 1: The World Behind “The Emperor’s New Clothes”**

Odense, where Hans Christian Andersen was born, is one of the oldest cities of Denmark. It had its 1,000th birthday in 1988. It is named after Odin, the Norse god associated with wisdom, war, hunting, magic, and poetry. They made a movie about him in 2010, called *Thor* (Odin’s son). Did you see it? Odin is often depicted by artists as presiding over Valhalla, the hall of dead heroes, with his two ravens, Huginn and Muninn, who bring him information. Odense is the main city on the island of Funen, the third largest island in Denmark and the 163rd largest island in the world. When Hans Christian Andersen was born, Odense was a market town with 6,000 people. It had just opened its canal in 1803, which turned it into a busy port. It was the first provincial town in Denmark to have its own theatre.

When Andersen was growing up, Denmark was ruled by King Frederick VI (1808-1839). His realm also included Norway and Greenland. But during Andersen’s lifetime there were big changes. During the Napoleonic wars (1800-1814) Frederick sided with France and lost control of Norway. In 1849 Denmark became a Constitutional Monarchy. From that point on, the king’s power was mostly symbolic, and the country was run by the Prime Minister and the Parliament. Today Denmark still has a monarch, Queen Margrethe II. Today Odense, where Andersen was born, is a university town with 190,000 people. It has a museum where you can see paper cutouts Andersen made of stories he liked to tell.

Hand-out 2.1: Map of Denmark

Activity: Find Odense, Funen, the canal to the sea, the mainland of Denmark, surrounding countries.

Hand-out 2.2: Illustration of Odin at Valhalla

Discussion: How can you tell this is Odin? Identify elements that illustrate aspects of his powers as the Norse god.

Lesson 2: Hans Christian Andersen as Paper-Cutting Artist

Hans Christian Andersen liked to make paper cutouts. He used to accompany his paper cutting with a fantastic tale, and end the tale by unfolding the paper to his amazed listeners. His paper-cuts often had hidden meanings, just like his fairy tales. He never illustrated his own fairy tales, but we can!

Andersen’s Paper-Cutting: Resources 2.2. <http://museum.odense.dk/en.aspx>

Hand-out 2.3 a, b, c: Andersen’s Paper-Cuts

Activity: View Anderson’s paper cuts and discuss. How do you think he did it?

Activity/Extension: Make your own paper cut of someone or something from “The Emperor’s New Clothes” (Palace? Crown? Emperor? Loom? Child?)

Materials needed: paper, scissors

Lesson 3: Emperors, Kings, and Presidents

Different kinds of governments share power in different ways. Emperors no longer exist, but when they did they were more powerful than kings, and presidents were not yet invented.

Activity/Discussion: Compare power structures: Empire, Monarchy, Democracy

Handout 2.4: Empires

Activity: Class could read about Empires out loud, one sentence per child, stopping to discuss interesting facts.

Activity: Have kids locate on a world map countries listed as part of the Ottoman Empire.

Handout 2.5: Emperor, King, President

Discussion:

Question: Why do you think Empires and Monarchies lasted so long in the world? (England and Denmark still have queens, but they don't have the kind of power kings and queens once did).

Question: Why do you think Anderson made his story about an Emperor and not a King? His country had a King, Frederick VI.

Might come up: He might offend the King! If there is no Emperor there is no one to offend. If Emperors no longer exist, that's a safe bet!

Question: Why do you think democracies are so "new?"

Question: Do you think your school is more like a monarchy or more like a democracy?

Question: Do you think your family is more like a monarchy or more like a democracy?

Question: Would you rather be an Emperor, a King/Queen, or a President? Why?

Lesson 4: Why People Tell Stories

People have been telling stories for as long as they have been on earth. Some of the stories are very famous and are told over and over. Many people know the story of The Little Mermaid, or of Noah's Ark, or Pinocchio. Parents tell these stories to children, and children tell these stories to each other.

Discussion:

Question: Why do you think certain stories get told over and over and passed down from parents to children?

Things that might come up: stories can talk about problems that lots of people have. They can be entertaining. There may be values that the community shares, and the story brings a message like, "don't be afraid to tell the truth!"

There are many stories like "The Emperor's New Clothes," and Hans Christian Andersen read some of them to help figure out what to put in his story.

(Resources 2.3, Stories like "The Emperor's New Clothes")

We can all retell stories in new ways.

I am going to TELL you Andersen's story *my* way.

Tell the story in your own words. Change it in any way you like.

Discussion

Question: Which do you like better, when you read a story, when a story is *read* to you, when it is *told* to you, or when *you* tell it? Why?

Put responses on board under four categories: Read it, Listen to it read, Listen to it told, Tell it.

Question: What do you think is the difference between reading a story out loud and telling it?

Things that might come up: If you read the story, it's always the same words. If you tell it, you put it in your own words. Good? Bad? You can elaborate the things you like. There's more eye contact with your audience when you tell a story. You react to the audience. You can watch them as you speak. You can make it fun for them.

Question: If YOU wanted to tell "The Emperor's New Clothes," to someone, what parts would you want to be sure to include?

Put key points on the board: Things that might come up: The Emperor's love of fancy clothes. The scoundrels who deceive him. The empty loom. Pretending to make invisible cloth. The advisor the Emperor sends to check on the progress of weaving. The advisor pretending to see the fabric. Fitting the Emperor for his new clothes. The parade. The child. The Emperor going back to the palace.

Question: What do you think makes someone a good story teller?

Things that might come up: energy, fun, loud enough, not too long, the right details in the right order

Question: Do you think you could tell this story to a first or second grader?

Lesson 5 (or Extension): Change the Story of the Emperor

Group work: talk about how you would change the story of the Emperor's New Clothes.

The mayor? The teacher? The people in the story? What happens?

Discussion: Ask volunteer to tell the story with one or more elements changed. What is changed? Why?

Week 3: Understanding how Peter Schickele’s version of this story (2002) grows or differs from Hans Christian Andersen’s.

Lesson 1: Peter Schickele’s version of “The Emperor’s New Clothes”

Intro: Peter Schickele was born in Ames, Iowa, in 1935 and grew up in Washington, D.C., and Fargo, North Dakota. He has become famous for his spoofs of JS Bach, supposedly created by Bach’s make-believe son, PDQ Bach. Schickele is also a serious composer of more than 100 symphonies and other works. He created the music for the movie version of “Where the Wild Things Are.” When he decided to retell Hans Christian Andersen’s story of “The Emperor’s New Clothes” in 2003, he decided it would be fun to set it to music and change the story. Here is his version of it.

Play the Amici CD of The Emperor’s New Clothes for kids, tracks 2-13: (23 minutes) (Resources 3.0). Explain that this is from a live performance by Chamber Music Amici in the Wildish Theater last year. Can you hear the kids in the audience?

Discussion:

Question: Did you like it? What did you like (or not)?

Question: What did Schickele keep the same? What did he change? (Put answers on board in two columns: Same v. Different *Things that might come up:*

Different: The child is telling the story. There is music. The dog is new. The mirror is new. Rob and Red Brest are new! Emperor has sense of humor and people love him: “Long Live the Emperor!” The trick is by kids, not by scoundrels. No prime minister or Chamberlain.

Same: invisible clothes; vanity of emperor; naked parade; kid speaks truth; Everyone afraid of looking stupid

Homework or extension: Hand-out 3.1 Schickele Vocabulary

Activity: Have kids mix and match words alone or in groups

Discussion: Go over vocabulary words

Lesson 2: Instruments and Characters in “The Emperor’s New Clothes.”

Peter Schickele uses six instruments in his version of “The Emperor’s New Clothes:” piano, oboe, violin, viola, cello, and kazoo. (Bring a kazoo to class!)

(Resources 3.1-3.9 The violin family and other instruments, including kazoo. Resources 3.25, 3.45, 3.55, 3.65, 3.75, and 3.84 all present links to live performances on You Tube which are great illustrations of the individual instruments in action.)

Question: Do you play an instrument? Put on board the instruments the kids play.

Activity: Handout 3.2 Instruments: 6 instruments: oboe, piano, violin, viola, cello, kazoo
Reading and Discussion: Have kids read out loud the descriptions. Ask who plays each instrument.

Activity: Listen to Yitsak Perlman and Pinchas Zucherman play a violin duo: Resources 3.35 on line.

Activity/Extension: Handout 3.3 the violin

Some violins are hundreds of years old. When they were first made they were almost red, but over time the wood aged and they became more brown. When violin makers make violins today, some of them put brown varnish and scratches on them to make them look old; others make them look more reddish, or sometimes kind of blond. Color in this violin the way you think it ought to look.

Activity: listen to Schickele's Emperor again: Resources 3.0. Ask kids to concentrate on the instruments. Which instrument goes with which character?

Discussion

Question: Ask what instruments they hear as they are listening. Let them talk during the music; write their ideas on the board.

Question: What do you think the music adds to the story?

Board:

Oboe: double reed, wind instrument

Piano: keyboard, can play the most notes at once

Violin: smallest in violin family of stringed instruments, highest

Viola: larger than violin, lower

Cello: larger than viola, a lot lower.

Kazoo: African instrument, for hunting birds—you hum into it.

Things that might come up: Who goes with what instrument?

Emperor: represented by all instruments, starts with kazoos and piano

Oatmeal: piano (boogie-woogie)

Tailor Family (Brests) parents: oboe and viola (pizzicato: plucking the string instead of using the bow)

Red: violin

Rob: cello

Mirror on the Wall: strings

Special effects:

Spinning the thread, Threading the needles: col legno (Italian, pronounced: coal LENyo, means "with the wood" (legno=wood, rhymes with yo-yo); String players hit the back of the bow on the strings. This does not hurt the bow (usually!).

Lesson 3: Changing the story by adding ballet

In the performance you will see next week, there will be story telling, music, and one more thing: ballet! The Eugene Ballet has made up a dance to go with the story and the music, and 5 dancers will dance it.

Discussion: What is ballet? Who does ballet? What is a ballet dancer? How is ballet different from other kinds of dancing? See what the kids know and who takes ballet.

Activity: Watch a video on line of two young ballet dancers being briefly interviewed then performing a magnificent pas de deux, Resources 3.87.

Handout: 3.4 Ballet Shoe

Activity: Color in Ballet Shoe and discuss parts

Handout: 3.5 a Flip Book

Activity: Make the flip book (scissors needed and a staple)

Discussion: How do you know the dancer in the book is a ballet dancer? What is she doing that's different from other dancers?

Resource 3.9 Ballet Pantomime and Vocabulary

Resource 4.0 Creating a Ballet

Lesson 4: What does the choreographer do?

The choreographer makes up a dance to go with a story. He or she decides which moves will work best to tell the story.

Question: For "The Emperor's New Clothes," what do you think will be the biggest challenge in making up a ballet?

Discussion: *Might come up: What to do with Naked Emperor? How solve this problem? Ideas? Not likely to be a naked man on stage!!*

Activity 1: Handout 3.6 Ballet Vocabulary: Go over key words and have kids do first-fifth positions.

If there is a ballet dancer in class he/she can lead, or you can, from the Pantomime, vocabulary hand-out in Resources.

Activity 2: Handout 3.5 b Ballet Flip books with couple (scissors, staple needed).

Discussion: What are the dancers doing?

Ideas that could come up: the woman goes on toe, does a pirouette.

Lesson 5 (or Extension): Make up your own dance to "The Emperor's New Clothes" CD.

Week 4. Understanding the role of performing arts (music, story-telling and ballet) in bringing this tale to life.**Lesson 1:** Getting Ready to Go to the Wildish Theater

On Wednesday we will be going in busses to the Wildish Community Theater to see “The Emperor’s New Clothes,” with story-telling, music, and 5 ballet dancers.

The Wildish Theater used to be a movie theater, but now it is used for live performances. It holds almost 300 people, and everyone can see the stage really well. On the way to the theater you will get a chance to look at huge murals on the walls of buildings. You will also get to meet police officers, city council members, and maybe the Mayor of Springfield.

Discussion: Do you know where the Wildish Theater is? Who has been there?

Chamber Music Amici is presenting this performance.

Do you know what Amici (pronounced a-ME-chee) means? It’s like Amigo, Spanish. It’s Italian for FRIENDS.

Chamber Music Amici will present five friends who play classical music together.

There will also be a Master of Ceremonies, William Hulings who will PRETEND to be Hans Christian Andersen and tell you his story.

There will also be a Narrator, Sandy Naishtat, who will pretend to be Peter Schickele and will tell his version of the story, with music.

There will also be five ballet dancers, dancing the story to the music.

Question: What would you like to ask the dancers, musicians, or narrator?

Question: If you could ask Hans Christian Andersen a question, what would it be?

Other discussion: Logistics of when to leave, riding busses, getting into theater, how to listen during the performance, what happens when we leave.

(Collect permission slip?)

Lesson 2: Reviewing Hans Christian Andersen’s and Schickele’s versions of the story.

Activity: Listen to the CD of Andersen’s and Shickele’s versions of the story. Resources 3.0. Have kids listen for how they are different from each other.

Discussion:

Question: If you were Hans Christian Andersen, would you like the changes Peter Schickele made? What would you like or not like?

Lesson 3: Trip to Wildish Theater for performance of “The Emperor’s New Clothes”

Performance lasts 45 minutes, including introductions from civic leaders, presentation of Hans Christian Andersen’s original story by actor William Hulings, performance of Peter Schickele’s

version with 5 musicians, narrator, and dancers, and questions from kids if there is time. As you walk to the theater watch out for a chance to meet some “Emperors:” maybe the Mayor of Springfield, or a city councilor, or the Police Chief.

Lesson 4: Reactions to Live Performance of “The Emperor’s New Clothes”

Question: How did you like the performance?

Question: What was the best thing about it?

Discussion: *What might come up: Music, dancing, story-telling, riding the bus, going to the theater. Put reactions on board.*

Question: Do you think having music and dance adds to the story? How or how not?

Question: Why do you think people like to play music and dance?

Announce: You can take your parents or friends and see “The Emperor’s New Clothes”

Saturday, March 10, at 2:00 pm in the Wildish.

Please send home flyer of March 10 performance open to general public, \$5 student tickets, \$20 general Admission.

Activity: Thank You!

It took a LOT of people to make it possible for you to enjoy this performance. You can write a thank-you note to any or all of them.

Chamber Music Amici: organized this concert and presented it to kids for free.

William Hulings: Master of Ceremonies, pretended to be Hans Christian Anderson.

Sandy Naishtat: Narrator during the music, pretended to be Peter Schickele.

Ben Goodman: Choreographer, made up the ballet.

5 Eugene Ballet Dancers, danced the story to the music.

5 Musicians: piano, oboe, cello, violin, and viola, performed the music.

Skip Hubbard: made sure all the lights and microphones worked.

David Sonnichsen: made sure the ushers let you in.

Your teacher: helped you get ready for this performance.

Your bus driver: made sure you arrived safely.

Lesson 5 (or extension): Preparing to Create Your Own Version of the Story

Discussion: Do you think it would be fun to make your own version of “The Emperor’s New Clothes?”

Would you want to draw a picture? Act it out with friends? Write it down? Tell it to friends?

Create Music? Make up a dance? What would be the most fun?

Discuss the possibilities.

Week 5: Creating Your Own Version of “The Emperor’s New Clothes”

Lesson 1: Writing Your Own Version of “The Emperor’s New Clothes”

Just as Peter Schickele changed Hans Christian’s Andersen’s story when he retold it, you can create your own story of “The Emperor’s New Clothes.” All you have to decide is what you want to keep and what you want to change.

Discussion

Question: What would you add to this story? Put kids’ answers on the board.

Things that might come up: new characters; make it about the teacher, or the mayor, or the president, instead of the Emperor; give it a different ending.

Question: What in the story do you think is so important that it should not change? *Things that might come up: the Emperor getting tricked; invisible clothes; the loom; the parade; the child who speaks the truth.*

Question: Why do you think people want to tell this particular story over and over?

Things that might come up: it deals with common problems: vanity; the desire not to look stupid; the fear of telling the truth to someone powerful who does NOT want to hear the truth.

Question: Since the original story was Danish, what do you think would make it more American? *List elements on board. But maybe they wouldn’t want to make it more American. Talk about that and the idea of a “universal” or “global” story.*

Activity (or extension; or homework): Have the kids list the elements they would want to include in their own story: characters, events, objects. Write the first paragraph, beginning “Once upon a time. . .” or “In 2011...” or however they want to begin.

Lesson 2: Writing Your Own Version of “The Emperor’s New Clothes” (continued)

A good story is more than a collection of key elements like characters, events, and objects. It has to start somewhere and go somewhere else.

Activity: Handout 5.1: Elements of Story-Writing

Discussion

Handout: 5.1 Elements of Writing a Story

Go over handout, discussing each element with the kids:

A Good Beginning, Characters, Events, Objects, A Good Ending

Dialogue, Description, Logical Order of Events, Dramatic Irony (!)

Give other examples and ask them to suggest examples as you go through handout.

Activity/Homework/ Extension: Write your own story. It does not have to be long! 250-500 words. Use your list of characters, events, and objects. Decide what happens when. Describe your characters and have them say and do things that lead to the ending you have in mind. Write it down or use a computer. Give your story a name. Have fun!

Lesson 3: Writing Your Own Version of “The Emperor’s New Clothes” (continued)

Group work:

Read your stories (or parts of them) to each other. Make suggestions.

Activity/Extension: Work on revising or finishing your story.
Collect stories.

Lesson 4: Illustrating “The Emperor’s New Clothes”

Administer Post-test Appendices 1.1 (15 minutes)

When kids finish post-test, they can hand it in and go on to Activity.

Activity: Draw/paint/color your own picture to illustrate your version of the story.

Activity: Volunteers read their stories to the class.

Handout: Evaluation Appendices 1.2

Should take 5 to 10 minutes at most. We want to know what you think.

Lesson 5 (or Extension): Help Us Do a Good Job Next Year!

Message from Chamber Music Amici:

Chamber Music Amici wants to thank you all for taking part in “The Emperor’s New Clothes” project. We hope you had fun! If you want to, please send us your art work and stories, and we will publish some of them in our newsletter and on our website. We would also like to know what you liked that we did, and what you think we should do that we did not think of.

Discussion:

What they liked

What they would change or add

Please summarize their comments and email us at chamusicamici@aol.com, or if they write them down, stuff them in an envelope and send them to us at Chamber Music Amici, Box 50824, Eugene OR 97405. Add your own feedback on the curriculum or the performance. Thanks for administering the pre- and post-test and taking part in this project!

Extension: Form a group of kids to put together a book of their stories and illustrations.