

# Young Patronesses of the Opera

In-School Opera Presents

## THE PIED PIPER OF HAMELIN STUDY GUIDE



A children's opera in one act by Semour Barab

***The Pied Piper of Hamelin***  
A children's Opera By Seymour Barab  
Presented by the Young Patronesses of the Opera

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**STUDY GUIDE**

This is a wonderful adaptation of the popular children's story, the *Pied Piper of Hamelin*. It is a 30-minute production with sets, costumes, humor and music. This study guide can be used to help the students prepare for the show beforehand as well as review the show afterwards. There are exercises that can be used if you have just a few minutes or a full class period. It should coincide with the "*Pied Piper*" Workbook.

**BEFORE THE SHOW**

Depending on the amount of time you have with your students, below is a list of helpful class discussions and activities to do with your students to prepare them for the show.

**Class Discussion** (suggested answers are included)

**1. What is an Opera? How is it different than a play?**

A. A play that is set to music, and the actors sing their words.

MU.K.C.1.4 -Distinguish between singing, speaking and whispering voices
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**2. How is an opera (or any live theater such as a play or musical concert) different than TV or a Movie?**

- A. - The singers/actors do not stop to fix mistakes or re-shoot a scene.  
- The singers/actors can hear the audience and can react to them.

**3. What is an audience and what is their job?**

A. The audience is the people who are watching the performance; they should listen to the singers and not talk or distract them.

**ACTIVITY:** Review the "Opera Etiquette" poem to help the students understand that they must behave politely. Have them pick out the important things of what to do and not to do during the performance.

A. No talking to their neighbors; no eating or drinking; no cell phones (talking or texting); no photography; pay attention to the show and singers; laugh when it's funny; at the end, clap to tell the performers, "thank you."

Have the students practice being a good audience, (sit up straight, laugh when it's funny, clap at the end, etc.). Then, have them act as a bad audience (talking, getting out of their chairs, etc.). Discuss the difference so they know the best way to act during the show.

TH.D.1.1.3 - The student understands appropriate audience responses to dramatic presentations.
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4. Review the story synopsis & characters with the students.

**ACTIVITY:** Have them read along in the *Pied Piper* Workbook (pgs. 3-4). Discuss the moral of the story and review the word integrity (see exercise on the bottom of page 8 “Integrity”, in the *Pied Piper* Workbook.).

FICTION:

LA.1.2.1.1-5 – The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

LA.6.6.2 Research Process - The student uses a systematic process for the collection, processing, and presentation of information.

LISTENING AND SPEAKING:

LA.1.5.2.3 - Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;

LA.1.1.7.7 - Identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events)

LA.1.1.7.9 self monitor comprehension and reread when necessary.

5. Review the Music from the show (page 6) in the *Pied Piper* Workbook.

Discuss the difference between the different voice types (baritone, soprano, etc.) and review the musical terms on the bottom of the page. Also, review the singing parts of the characters (pg. 2) and explain each one.

SKILLS, TECHNIQUES AND PROCESSES

MU.3.S.3 – Through purposeful practice, artists learn to manage and master skills and Techniques.

6. Discuss the composer of the *Pied Piper*, Seymour Barab (on page 1 in the *Pied Piper* workbook). He was a soldier during World War II and used his “G.I Bill” to help him with his music studies. This is a perfect time to explain what the G.I Bill is and it’s historical significance to our country.

HISTORICAL AND GLOBAL CONNECTIONS:

MU.1.H.1-5 - Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.3.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

7. Use the KWL chart.

**ACTIVITY:** Put 3 columns on the board and ask the children the following and put their answers under the columns.

## KWL Chart

What I Know	What I Want to Know	What I Learned
What do you know about opera after your class discussion?	Think of questions they could ask the singers. Teachers may give a list to the Director before the show to see if the singers can answer them after the show.	Use this after they see the show to see what they've learned.

### 8. - Create a Story Pyramid

Story Map / Division of Language Arts/Reading

### Story Pyramid

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

#### Key

1. Name the main character
2. Two words describing the main character
3. Three words describing setting
4. Four words stating the problem
5. Five words describing one event
6. Six words describing second event
7. Seven words describing third event
8. Eight words stating solution

## AFTER THE SHOW

1. Use the KWL chart again to complete the chart about what they learned.

### KWL Chart

What I Know	What I Want to Know	What I Learned
		Use this after they see the show to see what they've learned.

#### CRITICAL THINKING AND REFLECTION:

MU.K.C.2.1 - Identify similarities and/or differences in a performance.

2. Now that they have seen the show, review the story synopsis and characters with the students again.

**ACTIVITY:** Cut and paste the story poem up then have them arrange it in the proper sequence of the correct story line. (*Pied Piper Workbook* -pgs. 3-4)

LA.1.1.7.6 - Listening and Speaking: Arrange events in sequence

3. They can write to the singers.

**ACTIVITY:** Have the children write thank you notes to the performers. Tell the singers what they liked the most about the show.

#### DRAFTING / INFORMATIVE:

LA.1.3.2.2 - Drafting: organizing details into a logical sequence that has a beginning, middle, and end.

LA.1.4.2.4 - Informative: write basic communications, including friendly letters and thank-you notes;

4. Spelling & cognitive thinking:

**ACTIVITY:** Have the students do the word search and crossword puzzles (pages 5 & 7 in the *Pied Piper Workbook*) to decode words.

LA.1.1.4 - Phonics/Word Analysis