



#3603

THE EMPEROR'S NEW CLOTHES

Grade Levels: 4-6

25 minutes

AMBROSE VIDEO PUBLISHING 1995

1 Student Activity Sheet

DESCRIPTION



An animated Japanese version of the story by Hans Christian Andersen. Two dishonest tailors dupe a vain emperor into believing their imaginary "fabric of dreams" really exists.

Because the tailors have said only the wise can see the cloth, no one will tell the truth. Just one child innocently blurts out the fact that the emperor isn't wearing any clothes. Narrated by Robert Guillaume.

ACADEMIC STANDARDS

Subject Area: History

- ◆ Standard: Understands family life now and in the past, and family life in various places long ago
 - Benchmark: Understands personal family or cultural heritage through stories, songs, and celebrations
 - Benchmark: Knows ways in which people share family beliefs and values (e.g., oral traditions, literature, songs, art, religion, community celebrations, mementos, food, language)

INSTRUCTIONAL GOALS

1. To allow students of all ethnic backgrounds to see their own cultures reflected in the telling of Western fairy tales.
2. To introduce students to cultures around the world.
3. To promote storytelling and creative writing among young students.
4. To reinforce an understanding of universal lessons.

DISCUSSION QUESTIONS

1. Before you watch, guide students to define flattery and truth. Ask them to give examples or provide examples for them to identify. How are they similar? How are they different? As you watch, have students identify when truth or flattery is used. After you watch, have students identify which characters use flattery. Why? Which characters tell the truth? Why? How does the kingdom change after the lesson is

learned? Would you rather people flatter you or tell the truth? Explain. Can flattery hurt someone?

2. Before you watch, ask students to explain what it means to be wise and competent or fit for one's job. After you watch, have students explain why people lied to the emperor and admired the fabric. Why did the young boy Akira tell the truth? What do you think you would have done? Why?
3. Ask students: What does the expression "someone is in this birthday suit" mean? Why might it come from this story? Write "bare as a plucked chicken" on the chalkboard. Underline the word as and use the expression to explain the term "simile." Have students think of other similes that involve animals: "mad as a wet hen," "quick as a rabbit," etc. Are similes good ways to describe something or someone? Why? Extension: Have students choose one of the analogies and illustrate its meaning on large drawing paper for a class display.
4. Note: You may wish to have a copy of a student's thesaurus as a reference. Before you watch, have students begin a list of words that all mean "good." As you watch, have them add words from the video to their list of synonyms for "good" (excellent, superb, lovely, masterpiece, fabulous, beautiful, wonderful, extraordinary, gorgeous, magnificent, marvelous, outstanding). After you watch, have students use these words in sentences and dialogues to explain the differences among them. Guide students to list other overworked words and sentences into an illustrated classroom-sized primary thesaurus.



Hans Christian Andersen

AFTER SHOWING

1. Play Charades

Have students describe specific actions the weavers performed as they pantomimed making the king's clothing. Have students choose familiar jobs to act out in the same way and have others guess their charade.

2. Be the Weaver

Note: Copy and distribute the handout for students who are able to read and follow directions. (See INSTRUCTIONAL GRAPHICS.) Have yarn, poster board and scissors available. For younger students, you may wish to use the handout to demonstrate the step-by-step weaving process. Have students talk about cloth and the process of weaving. Discuss the terms "loom," "warp" and "weft." Have them follow the steps on the handout to create their own weavings. Have them use their weavings to create a class collage or to make patchwork clothes to "dress" the emperor.

SUMMARY

Hans Christian Andersen's emperor loved his newest outfit made for him by two dishonest, traveling tailors. Made of magical cloth, the clothes could be seen only by those worthy of their positions. All the people of the kingdom cheered as the emperor paraded on his birthday, even though they could not see the new outfit. One child, however, smiled and said, "The emperor is not wearing any clothes!" The emperor was embarrassed, the swindlers fled the town with the gold and an important lesson was learned: "True wisdom means listening to those who speak the truth, not flattery."

This Happily Ever After: Fairy Tales for Every Child version of "The emperor's New Clothes" is set in Japan. The emperor and his brother differ. The brother is concerned with the problems of the people—heavy flooding and failing rice crops. The brother fears there will be famine in the land and wants the emperor to spend money on food for the people instead of his clothes. Angered, the emperor strips his brother of his titles and banishes him to the country.

Cultural variations include:

- The characters in the story wear traditional Japanese clothes—robes, slippers and hats.
- The treasurer uses an abacus.
- Time is measured in moons.
- The fabric is as delicate as the "song of a bamboo flute" or a "bonsai tree."
- Strings and percussion play light music with an Asian sound.



RELATED RESOURCES

Captioned Media Program

- Beauty and the Beast #3437
- Nightingale #3062
- Rumpelstiltskin #3509
- The Valiant Little Tailor #3677



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **THE EMPEROR'S NEW CLOTHES**

<http://www.starbright.org/emperors/>

A star-studded cast of writers, illustrators, and other talented Hollywood artists put together this rendition for Starbright fund-raising. "The Art" section.

- **THE BROTHERS GRIMM**

<http://www.cs.cmu.edu/~spok/grimtmp/>

Fairy tales online. 209 stories in narrative form for reference. Cinderella, Rumpelstiltskin, and other classics.

- **CHARACTER BUILDING**

<http://www.pbs.org/adventures/>

From the "Book of Virtues" site by PBS. Covers honesty, kindness, compassion, and more with the familiar characters Annie and Zach. Teacher pages, parent information, a store, and menu items from a video/TV production site.

- **ONGOING TALES**

<http://www.teleport.com/~writers/kidserials.html>

Many of the classics online from Antelope Publishing. Jack and the Beanstalk, Cinderella, Rumpelstiltskin, Beauty and the Beast, and others along with poems and other surprises.

- **THE CHILDREN'S STORY SITE**

<http://www.childrenstory.com/>

A place for kids to publish their own folk and fairy tales. Also offers interactive tales, some read-alouds (for hard of hearing kids), with other surprises.

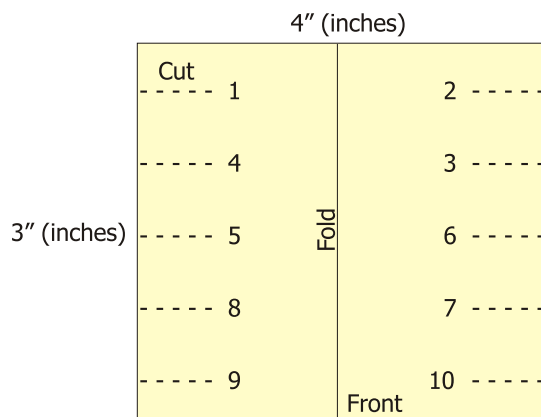
- **THE CHILDREN'S LITERATURE WEB SITE**

<http://www.acs.ucalgary.ca/~dkbrown/index.html>

Resource links to suggestions for teaching with stories, "Authors on the Web," "Readers' Theatre," "Resource Links for Parents," "Story Tellers," and more. Internal search engine.

STUDENT ACTIVITY SHEET

- Be the Weaver



Be the Weaver

WHAT YOU WILL NEED:

1. Two pieces of yarn, 60" and 24"
2. One piece of poster board, 3" by 4"
3. Scissors

WHAT TO DO:

1. Cut 10 slits in the poster board as shown in the drawing at right. This will be your "loom." Fold the loom slightly at the center.
2. The 24" piece of yarn will be the "warp." Follow the pattern of the gray line below. Start behind the loom at #1. Thread the yarn through the numbered slit and over the loom to slit #2. Follow the light gray line behind the loom through slit #3. Bring the yarn back over the loom into slit #4. Follow the light gray line up to slit #5. Follow this pattern until slit #10.
3. The 60" piece of yarn will be the "weft." Follow the pattern of the black line with this piece of yarn. Begin under the warp between slits #1 and #2. Thread the yarn over the next line of the warp, under the next, over the next and under the last line of the warp. Bring the yarn around again over the last line of the warp between slits #9 and #10, under the next line, over the next, under the next and back over the final line between slits #1 and #2.
4. Repeat STEP 3 until you reach the end of the warp with the weft.
5. At the end of the loom, tie a knot between the two loose ends of yarn. Take the loops off the loom. You now have a handwoven cloth!

