

OPERA
CAROLINA
Opera Express
The Educational Touring Company of Opera Carolina

presents a study guide to

Pinocchio



by John Davies

Featuring music by Mozart, Verdi, Donizetti, and more!

2011-2012

TABLE OF CONTENTS

<u>General Information</u>	<u>Page</u>
<i>Pinocchio's Personnel</i>	3
<i>Pinocchio: Our Tale!</i>	4
The Music of <i>Pinocchio</i>	6
Important Opera Terms	8
Things To Talk About Before the Opera	9
<u>K-2 Lessons/Activities/Assessments</u>	
Curriculum Alignment: NCSCOS & Common Core	10
<i>Pinocchio's Origins</i>	11
Elements of a Story	12
Talk About It!	13
<i>Pinocchio's Obstacle Course</i>	14
Fairy Tale Fun	15
Critic's Corner	16
<u>3-5 Lessons/Activities/Assessments</u>	
Curriculum Alignment: NCSCOS & Common Core, NC Essential	17
<i>Pinocchio's Origins</i>	19
Elements of a Story	20
Talk About It!	21
<i>Pinocchio's Obstacle Course</i>	22
Fairy Tale Fun	23
Introduction to Italy's Geography	24
NC's Geo-Facts	25
What's Going On? (A Timeline)	26
Folktale Revision	28
<u>K-5 Music Lessons/Activities/Assessments</u>	
Curriculum Alignment: NCSCOS & NC Essential	30
I'm in a Mood	31
Looking for Meter	32
Dr. Dulcamara's Notation Show	33
Play Along with <i>Pinocchio</i>	34
Wolf and Cat Round	35
The Old Blue Lady	36
Critic's Corner	37
Rate the Opera	38

Pinocchio's Personnel

THE CAST

Pinocchio	soprano
Geppetto/Cat	tenor
Wolf/Dr. Dulcamara	bass-baritone
Olympia/Old Blue Lady	soprano

PRODUCTION PERSONNEL

Words and Story Adaptation	John Davies
Music	W. A. Mozart, J. Offenbach, G. Donizetti, G. Pergolesi
Sets	Jay Greaves, Wil Ferguson
Set Designer	Tim Parati
Costume Designer/Properties	Chad Calvert
Stage Director	Chad Calvert
Musical Director/Accompanist/Narrator	James Moyer
Road Manager	Noah Rice
Education & Outreach Coordinator	Ashley Lam

Pinocchio: Our Tale!

Scene 1: Geppetto's house

Geppetto is an old clock maker. Known for making wonderful clocks and for his great skill in working with wood, lonely Geppetto longs to have someone to talk to and take care of. He looks to the stars and wishes for a real live boy to be his son.

Geppetto hears a knock at his door; it is the Old Blue Lady asking for bread. Even though Geppetto does not have much food, he shares with the Old Blue Lady. She thanks him and asks him about the wish he made on the star. She tells him that his wish will come true and that he will have a little boy. Geppetto asks how this wish will come true and the Old Blue Lady says that he must make a puppet, a little wooden boy with arms and legs and a head that moves. Finally, she tells Geppetto that he must love the puppet and that will be enough.

Geppetto makes the little boy. He even makes the puppet's clothes. Geppetto then names him "Pinocchio." Imagine Geppetto's surprise when Pinocchio begins to sing with him! Geppetto is so excited that Pinocchio is alive that he begins to teach the curious Pinocchio. Finally, Geppetto promises that Pinocchio can learn about the outside when he goes to school and learns from teachers. When Pinocchio asks what teachers are, Geppetto tells him that teachers are people who hold up windows for little children to look through.

Meanwhile, Geppetto receives another guest, Dr. Dulcamara, who asks him to help make his doll named Olympia sing. You see, Olympia is a mechanical girl that Dr. Dulcamara bought from Wolf and Cat for five pieces of gold. Dr. Dulcamara is very upset because Olympia is supposed to sing five songs but she often stops in the middle of her song needing to be rewound.

When Geppetto says that he may not be able to fix Olympia, Dr. Dulcamara says that he will destroy her into a thousand pieces and throw her into the dump. Startled Geppetto quickly reminds him that he can possibly fix her, but suddenly Pinocchio appears. Dr. Dulcamara is distracted by the live wooden boy and even tries to persuade Geppetto to sell Pinocchio for three pieces of gold. Geppetto refuses.

The next day, Pinocchio sets off for school with a very special pencil case Geppetto gave to him. Pinocchio promised his father he would not to talk to strangers.

Scene 2: On the way to school

Wolf and Cat are best friends and are waiting outside the school before the school bell rings. They feel sorry for the students because they think that the stuff you learn in school is boring!

As Pinocchio walks by Wolf and Cat, Wolf talks to Pinocchio while Cat steals his special pencil case. Pinocchio continues on his way to school while Wolf and Cat follow, talking about how valuable he could be to them. They could steal Pinocchio and sell him to Dr. Dulcamara.

Pinocchio is very upset to discover that he has lost his pencil case. Wolf sees that Pinocchio is crying and returns the pencil case to him. Wolf also tells Pinocchio that he must learn arithmetic, spelling, and even geography while he is at school. Pinocchio worries because he does not know anything about these subjects. To make matters worse, Wolf tells Pinocchio that school is a dangerous place for a boy with no right answers. So, Wolf tells Pinocchio to skip school and to tell his Papa, Geppetto, that he did go to school. Wolf has taught Pinocchio how to tell a tiny little fib.

Scene 3: Doctor Dulcamara's Puppet Show

Wolf and Cat send Pinocchio off to Dr. Dulcamara's puppet show while they go check in with their moms. They pin a letter to Pinocchio's shirt but Pinocchio hides from Dr. Dulcamara when he hears his big, angry voice. He also hears Dulcamara threaten to throw Olympia in the dump if she does not perform five songs.

Olympia sings part of one song and stops. This makes Dr. Dulcamara very upset so he promises that she will go to the dump. After Dulcamara leaves, Pinocchio comes out of hiding and winds up Olympia. Pinocchio and Olympia sing a duet about their new friendship.

Dr. Dulcamara returns to the theatre and discovers Pinocchio. He is very excited because Pinocchio can talk and walk and he has no strings! Dr. Dulcamara finds the note pinned to Pinocchio's shirt and tells him that he belongs to him. Pinocchio says that he does not know what the note says because he cannot read. Dr. Dulcamara tells him that reading is unimportant.

Then Dr. Dulcamara tries to put Pinocchio in a cage, but Olympia comes to life and helps Pinocchio escape. Dulcamara becomes angry and chases Olympia off the stage and smashes her to bits. Pinocchio is very sad because he has lost his friend.

Scene 4: Geppetto's house

Pinocchio runs home. Geppetto has been very worried about him and asks about his first day at school. Pinocchio lies to his father and his nose starts to grow and grow and grow! Geppetto leaves and Pinocchio wishes that he could figure out the best way to get out of this trouble.

The Old Blue Lady knocks on Pinocchio's door and asks for some food. Pinocchio shares his food with her even though he does not have very much. The Old Blue Lady tells him that his wish will come true. To make the wish come true, she says that he must always, always, always tell the truth.

Pinocchio tells his father the truth about Wolf and Cat and not going to school. His father is very disappointed and scolds him. Geppetto says that they must go to the dump to save Olympia from being destroyed. They will get a policeman to help them.

Scene 5: The Dump

Dr. Dulcamara puts Olympia into the dump. He has gotten his revenge on her.

Wolf and Cat decide that they must catch Pinocchio. They see him enter the dump and Cat thinks that he has caught him. Finally, he realizes that Pinocchio has escaped and he really caught Wolf.

Pinocchio tries to have Wolf and Cat arrested but they escape. They ran far away and were never seen again. In the meantime, Pinocchio and Geppetto rescue Olympia and put her back together.

Since then, Pinocchio had many more adventures and learned many other lessons. Yet, he always remembered that first important lesson- tell the truth.

The Music of *Pinocchio*

The arias, ensembles and choruses by W.A. Mozart, J. Offenbach, G. Donizetti, G. Pergolesi, and G. Verdi, which are featured in this operatic version of *Pinocchio*, are listed below in the order in which they appear in the show.

Pinocchio Music

Operatic Source

Music #1 <i>Geppetto's Wishing song</i> Geppetto "Oh star that shines so brightly"	Music #1 <i>Abduction from the Seraglio</i> , W. A. Mozart Belmonte Aria "Hier soll ich dich denn sehen"
Music #2 <i>Old Blue Lady & Geppetto scene</i> Old Blue Lady & Geppetto "May I have a piece of bread?"	Music #2 <i>La Cenerentola</i> , G. Rossini Alidoro & Cenerentola "Un tantin di carita"
Music #3 <i>Blue Fairy's Blessing</i> Blue Fairy "May all the stars that shine"	Music #3 <i>Don Giovanni</i> , W.A. Mozart Zerlina Aria "Vedrai, carino"
Music #4 <i>Duet</i> Geppetto, Pinocchio "Pa, pa, pa"	Music #4 <i>The Magic Flute</i> , W. A. Mozart Papageno & Papagena Duet "Pa, Pa, Pa"
Music #5 <i>Song</i> Pinocchio "I can not give a good explanation"	Music #5 <i>The Marriage of Figaro</i> , W.A. Mozart Cherubino Aria "Non so piu cosa son, cosa faccio"
Music #7 <i>Duet</i> Wolf & Cat "I'm a wolf and I'm a cat"	Music #7 <i>Abduction from the Seraglio</i> , W.A. Mozart Pedrillo & Osmin Duet "Vivat Bacchus! Bacchus lebe"
Music #8 <i>Song</i> Pinocchio "I have lost it."	Music #8 <i>The Marriage of Figaro</i> , W.A. Mozart Barbarina Aria "L'ho perduta"
Music #9 <i>Song</i> Wolf "Just a teeny weenie lie"	Music #9 <i>The Tales of Hoffmann</i> , J. Offenbach Frantz Aria "Jour et nuit je me mets en quatre"
Music #9a <i>Chorus</i> Dulcamara's puppets "We are so very, very happy"	Music #9a <i>Orpheus in the Underworld</i> , J. Offenbach Cupid, Venus, Diana, Mars, & chorus "Ha-Ha-Ha!"
Music #10 <i>Pitch</i> Dulcamara "I thank you and greet you"	Music #10 <i>The Elixir of Love</i> , G. Donizetti Dulcamara Aria "Udite, udite, o rustici"

<i>Song</i> Olympia "In the spring the little birdies"	<i>The Tales of Hoffmann, J. Offenbach</i> Olympia Couplets "Les oiseaux dans la chamille"
Music #12 <i>Duet</i> Olympia, Pinocchio "A little bell is ringing"	Music #12 <i>La Serva Padrona, G. Pergolesi</i> Serpina & Uberto Duet "Per te ho io nel core"
Music #13 <i>Trio</i> Pinocchio, Dulcamara, Cat "Now it is time to teach you a lesson."	Music #13 <i>The Tales of Hoffmann, J. Offenbach</i> Spalanzani, Nicklausse, Olympia & Coppeliuss Scene "Qu'on les arrête"
Music #14 <i>Duet</i> Old Blue Lady, Pinocchio "May I have a piece of bread..."	Music #14 <i>La Cenerentola, G. Rossini</i> Alidoro & Cenerentola "Un tantin di carita"
Music #15 <i>Curse</i> Dulcamara "You piece of junk"	Music #15 <i>The Tales of Hoffmann, J. Offenbach</i> Hoffman, Nicklausse & Coppeliuss Scene "Voleur! Brigand!"
Music #16 <i>Duet</i> Wolf and Cat "Softly, softly, we will find him."	Music #16 <i>Don Pasquale, G. Donizetti</i> Don Pasquale & Dr. Malatesta Duet "Cheti, Cheti, immantimente"
Music #17 <i>Scene</i> Wolf, Cat, Pinocchio "There he is. You go that way."	Music #17 <i>Don Pasquale, G. Donizetti</i> Don Pasquale, Norina & Ernesto Recit "Eccoli! Attenti ben!"
Music #18 <i>Duet</i> Wolf, Cat "Wait, this really isn't fair"	Music #18 <i>Don Giovanni, W.A. Mozart</i> Leporello Aria "Ah, pieta! Signori miei"
Music #18 <i>Final Chorus</i> Tutti "Every day my whole life through"	Music #19 <i>Abduction from the Seraglio, W.A. Mozart</i> Constanze, Belmonte, Pedrillo & Blonde Quartet "Ach, Belmonte! Ach mein Leben"

IMPORTANT OPERA TERMS

ARIA	A song in an opera sung by one person.
BARITONE	The middle voice range below tenor, above bass
BASS	Lowest male voice range.
CHORUS	In opera, a group of singers who sing together; also a piece of music sung by such a group of singers.
COMPOSER	One who writes musical works.
CONDUCTOR	One who leads and coordinates a group of musicians, playing instruments and/or singers.
COSTUMES	Stylized clothing worn by the performers which describes the historical era, the country origin and the social rank of the character wearing it.
LIBRETTIST	A person who writes a libretto.
LIBRETTO	The text or words of an opera (the Italian for "little book").
MEZZO-SOPRANO	The middle female voice range, below soprano.
OPERA	A drama expressed in music, in which the characters sing instead of speaking all or part of the time.
PANTS ROLE	A male part usually sung by a female.
PROPS	Articles, other than costumes or scenery, used as part of a dramatic or operatic production (short for "properties"). Furniture and the like are "set props", fans, knives, brooms; dishes (anything that performers pick up or hold) are "hand props".
RECITATIVE	A style of operatic writing that approximates the rhythms and contours of normal speech; usually accompanied by simple chords in the orchestra or on a keyboard instrument.
SCENE	The surroundings or location where a theatrical action takes place; also a subdivision of an act, with fixed setting and continuous flow of time.
SINGSPIEL	A form of opera that is a play with singing.
STAGE DIRECTION	An instruction in the script of a play or an opera, directing the movements of the actors, the arrangement of scenery.
TENOR	The highest male voice above baritone.

THINGS TO TALK ABOUT BEFORE THE OPERA

1. What is a fairy tale? How is a fairy tale different from real life?
2. Read the synopsis of the opera, *Pinocchio: Our Tale*. Ask the students to retell the story to a small group or partners. How would they tell the same story?
3. Discuss the differences between an opera and a play; a concert and a music video; watching a live performance and watching a performance on television.
4. What part does an audience play in an opera? What are some of the characteristics of a good audience?

Q&A SUGGESTIONS

An integral part of our visit to your school is involving the students in the performance. There will be a short question and answer period immediately following the show. Teachers are requested to prompt students to think of questions to ask before the date they are scheduled to see the opera. Students should be prepared to ask their questions in a voice loud enough to be heard by everyone. Listed below are some sample questions.

1. **What made you decide to become a singer?**
2. **What exercises do you use to warm up your voice and keep it in shape?**
3. **How do you learn the opera?**
4. **How much do you rehearse?**
5. **What is your favorite type of music?**
6. **Where did the set and props come from?**
7. **Who made the costumes?**
8. **How do you sing so loudly?**

K-2 Curriculum Alignment

NCSCOS & Common Core State Standards

NCSCOS: English Language Arts

Goal 2: The learner will apply strategies and skills to comprehend

K Objective 2.01: Demonstrate sense of story (e.g. beginning, middle, end, characters, details)

K Objective 2.06: Understand and follow oral/graphic directions.

1st Grade Objective 2.07: Respond and elaborate in answering what, when, where, and how questions.

1st Grade Objective 2.09: Read and understand simple written instructions.

2nd Grade Objective 2.04: Pose possible how, why, and what if questions to understand and/or interpret text.

2nd Grade Objective 2.07: Discuss similarities and differences in events and characters across stories.

Goal 3: The learner will make connections through the use of oral language, written language, and media technology.

K Objective 3.01: Connect information and events in text to experience.

K Objective 3.02: Discuss concepts and information in a text to clarify and extend knowledge.

1st Grade Objective 3.01: Elaborate on how information and events connect to life experiences.

1st Grade Objective 3.03: Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.

2nd Grade Objective 3.03: Explain and describe new concepts and information in own words.

2nd Grade Objective 3.04: Increase oral and written vocabulary by listening, discussing and composing texts when responding to literature that is read and heard.

Common Core: English Language Arts & Literacy

College and Career Readiness Anchor Standards for Reading:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Integration of Knowledge and Ideas

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

College and Career Readiness Anchor Standards for Writing:

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Research to Build and Present Knowledge

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Pinocchio's Origins

Pinocchio didn't get his claim to fame from the Disney movie...

He was born under the pen of Carlo Collodi. But Collodi was only the author's pen name, the Italian writer's real last name being Lorenzini. Here are a few quick facts about Pinocchio's creator:

- 1) Carlo Lorenzini (1826-1890) began his career writing for local newspapers and even started his own short-lived paper *Il Lampione* (The Lantern).
- 2) In 1881, he sent a sample of *Pinocchio* to a friend, an editor of a newspaper. The editor loved the story and *Pinocchio* was serialized in the paper from 1881-1882.
- 3) Because *Pinocchio* began as a newspaper serial, the completed novel is made up of many short chapters.
- 4) The work was published as a novel in 1883 and translated to English in 1892.

CHECK IT OUT!

After reading John Davies' adaptation of *Pinocchio*-found on pages 3 & 4-explore the original story by Collodi or another version, such as the Disney movie or another author's story of *Pinocchio*. Be sure to have students compare and contrast the two versions.

Or create your own activity to help your students discover how the same story can be told in many different ways!

Recommended versions of *Pinocchio*:

The Adventures of Pinocchio by Carlo Collodi (Translated and illustrated by Francis Wainwright.) ISBN 0805000275 (pub. 1986) (Out of print but available at library)
Excellent choice for the young reader or read aloud. 96 pages and full page color illustrations.

Pinocchio by Carlo Collodi
Puffin Classics, ISBN 014036708X

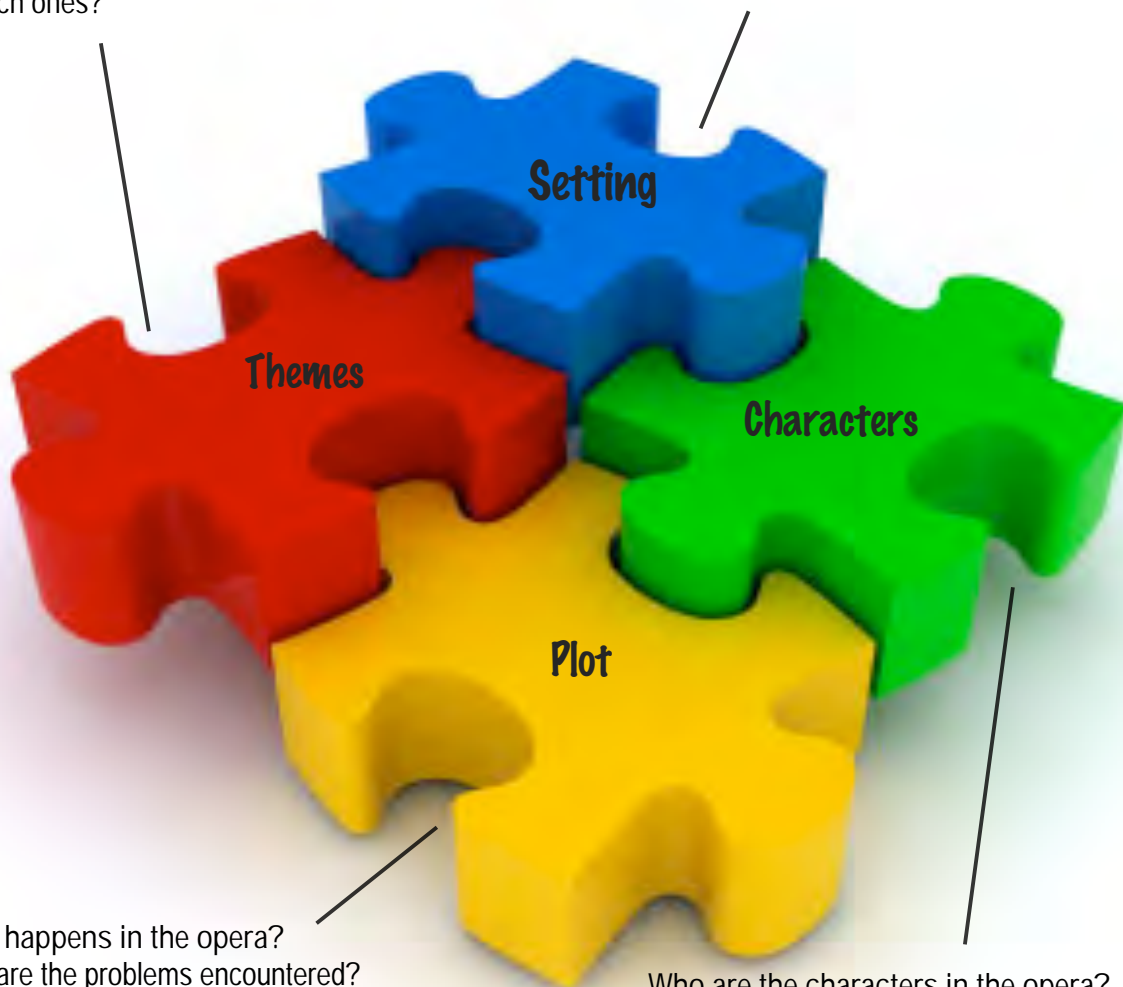
<http://www.childrensbooksonline.org/pinocchio/> The Rosetta Project, Inc.'s translations, also available in Spanish. Full story available for download onto your desktop.

Elements of a Story

The elements of a story are like a puzzle: they are many different pieces that all fit together to make one big picture. Explore this puzzle, piece by piece to discover what makes up this story. You can even create a web for each element, using the questions provided to guide the web's development.

What is a theme?
What are some themes of the opera?
-How were they shown?
Can you apply these themes/lessons in your own life?
-Which ones?

Where does the opera take place?
-Did the set help you determine the location and time period?
Is the setting important to the story?
-Why or why not?
-How would you change the setting of opera?
-What would change if you set the opera in a different culture, time period, or country?



What happens in the opera?
-What are the problems encountered?
-What happens at the climax?
-How are the problems solved?
Would you change the ending?
-Why?
-How would the characters solve their problems?

Who are the characters in the opera?
-Who are the main characters?
-Who is the protagonist?
-Who is the antagonist?
What are some of the character traits of the main characters?
-Would you change any characters' traits?
What obstacles does the main character face?



Talk About It!

Comprehension Activities

Discuss questions 1-10 with your class. If suitable, have the students interview each other on their responses and report back to the class on their findings.

1. What reaction did Geppetto have when Pinocchio began to sing? (Knowledge)
2. How would you react if something you created began to sing and move? (Generating)
3. Why did Geppetto call teachers “window people”? (Evaluating)
4. Describe the promise that Pinocchio made to Geppetto. (Knowledge) Would you be able to keep the promise? Why or why not? (Evaluating)
5. How does the Wolf persuade Pinocchio to lie? (Knowledge)
6. What can you learn from Pinocchio’s mistakes? How can you use this knowledge in your life? (Applying)
7. The Wolf and Cat shudder when someone mentions their Moms. What does this tell you about the characters? (Evaluating)
8. The Wolf says, “when telling the truth is going to upset people and get you in trouble – that you tell a teeny weenielittle....fib.” Explain why you agree or disagree with the statement. Is it ever O.K. to lie? (Evaluating)
9. Dulcamara threatens to throw Olympia into the dump and then tells Pinocchio that he will be put in a cage if he misbehaves. What would you do if you were in Pinocchio’s shoes? (Generating)
10. The Old Blue Lady uses the word “always” three times when giving Pinocchio advice. In what genre is the number three important? (Knowledge)

Pinocchio's Obstacle Course

Pinocchio lends itself to many discussions about character traits and obstacles we all face in daily life. Discuss with your class the obstacles Pinocchio faces, the lessons he learned, and different ways he could have solved his many problems. After the discussion, consider the activities below.

Truth

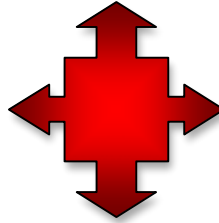
Pinocchio tells us at the end of the opera that "the truth is a light that shows us the best way to go wherever we want to be."

- Do you agree or disagree? Why or why not? -Why is telling the truth important?
- Did Pinocchio succeed at telling the truth? -What should he have done differently?

Generosity

What is generosity and how did Pinocchio and Gepetto show it?

- Why should we be generous?
- What are some different ways that we can be generous?



Education

Dr. Dulcamara, the Cat, and the Wolf all say that education is not important.

- Do you agree or disagree and explain why.
- Why did Gepetto want Pinocchio to go to school?

Responsibility

What is responsibility and why is it important?

- Where Wolf and Cat responsible characters? Why or why not?
- Did Pinocchio show responsibility? How?
- What are some ways you can be a responsible person?

Optional Activity: After the discussion, have students create a guide map for Pinocchio. Have them draw out the basic plot with the main conflicts he faces-they could even include warning signs at each "obstacle".

Go Farther: Have students create the guide map and then act it out! Remind them of the alternate solutions they discussed and encourage them to make good choices to change the ending of the map.

Fairytale Talk

Fairy tales have specific characteristics. List an example from the opera that corresponds with the characteristics of a fairytale. Be ready to explain if *Pinocchio* is a fairytale or not.

1. Predictable beginning
2. The number three
3. Wishes
4. Magic
5. Imaginary characters
6. Personification

Illustrate each of the characteristics of a fairytale. (The illustration does not have to be from *Pinocchio*.)

What does a predictable beginning look like? How can magic be represented?

CRITIC'S CORNER

Have students complete the review of the opera below. Once the review is complete and the final rating stars have been colored in, send the review back to Opera Carolina and we may post it to our website!

Mail: Two Wells Fargo Center, 301 S. Tryon St., ste. 1550, Charlotte, NC 28282 **Fax:** 704.332.6448

Email: Ashley@operacarolina.org

A review of _____

What I liked best about this opera

was _____

because _____

Another thing I liked

was _____

because _____

What I did not like about this opera

was _____

because _____

The best character

was _____

because _____

I think the opera would be better

if _____

One part I would not change

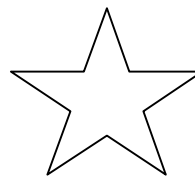
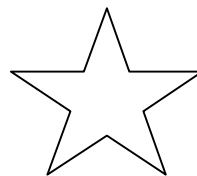
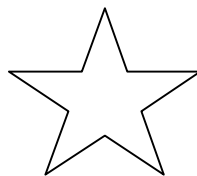
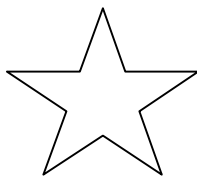
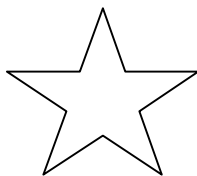
is _____

The person I think would enjoy this opera is

I would like to play the part of _____

because _____

Color in the stars below to indicate your rating of our opera.



Total snooze - - - - -

okay - - - - -

Bravo!

Grades 3-5 Curriculum Alignment

NCSCOS & Common Core State Standards (ELA)
Essential Standards (Social Studies)

NCSCOS: English Language Arts

Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

3rd Grade Objective 2.02: Interact with the text before, during and after reading, listening, or viewing by [the given methods].

3rd Grade Objective 2.04: Identify and interpret elements of fiction and nonfiction and support by [the given methods].

4th Grade Objective 2.02: Interact with the text before, during and after reading, listening, and viewing by the [given methods].

4th Grade Objective 2.04: Identify and interpret elements of fiction and nonfiction and support by [the given methods].

5th Grade Objective 2.08: Explain and evaluate relationships that area causal, hierarchical, temporal, and problem solution.

5th Grade Objective 2.09: Listen actively and critically by [the given methods].

Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

3rd Grade Objective 3.01: Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by [the given methods].

4th Grade Objective 3.01: Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by [the given methods].

4th Grade Objective 3.03: Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.

5th Grade Objective 3.01: Respond to fiction, nonfiction, poetry, an drama using interpretive, critical, and evaluative processes [the given methods].

Common Core: English Language Arts & Literacy

College and Career Readiness Anchor Standards for Reading:

Key Ideas and Details

4. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Integration of Knowledge and Ideas

10. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

College and Career Readiness Anchor Standards for Writing:

Text Types and Purposes

4. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Research to Build and Present Knowledge

10. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NCSCOS: Social Studies

Goal 1: The learner will apply the five themes of geography to North Carolina and its people.

4th Grade Objective 1.01: Locate, in absolute and relative terms, major landforms, bodies of water, and natural resources in North Carolina.

4th Grade Objective 1.02: Describe and compare physical and cultural characteristics of the regions.

5th Grade Objective 1.01: Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.

5th Grade Objective 1.03: Compare and contrast the physical and cultural characteristics of regions within the United States and other countries of North America.

Goal 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.

4th Grade Objective 3.02: Identify people, symbols, events, and documents associated with North Carolina's history.

5th Grade Objective 3.01: Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.

NC Essential Standards: Social Studies

3.H.1: Understand how events, individuals, and ideas have influenced the history of local and regional communities.

3.G.1: Understanding the earth's patterns by using the 5 themes of geography: location, place, human-environment interaction, movement, and regions.

3.C.1: Understand how diverse cultures are visible in local and regional communities.

4.H.1: Analyze the chronology of key historical events in North Carolina history.

4.C.1: Understand the impact of various cultural groups on North Carolina.

5.H.1: Analyze the chronology of key events in the United States.

5.C.1: Understand how increased diversity resulted from migration, settlement patterns, and economic development in the United States.

Pinocchio's Origins

Pinocchio didn't get his claim to fame from the Disney movie...

He was born under the pen of Carlo Collodi. But Collodi was only the author's pen name, the Italian writer's real last name being Lorenzini. Here are a few quick facts about Pinocchio's creator:

- 1) Carlo Lorenzini (1826-1890) began his career writing for local newspapers and even started his own short-lived paper *Il Lampione* (The Lantern).
- 2) In 1881, he sent a sample of *Pinocchio* to a friend, an editor of a newspaper. The editor loved the story and *Pinocchio* was serialized in the paper from 1881-1882.
- 3) Because *Pinocchio* began as a newspaper serial, the completed novel is made up of many short chapters.
- 4) The work was published as a novel in 1883 and translated to English in 1892.

CHECK IT OUT!

After reading John Davies' adaptation of *Pinocchio*-found on pages 3 & 4-explore the original story by Collodi or another version, such as the Disney movie or another author's story of *Pinocchio*. Be sure to have students compare and contrast the two versions.

Or create your own activity to help your students discover how the same story can be told in many different ways!

Recommended versions of *Pinocchio*:

The Adventures of Pinocchio by Carlo Collodi (Translated and illustrated by Francis Wainwright.) ISBN 0805000275 (pub. 1986) (Out of print but available at library)
Excellent choice for the young reader or read aloud. 96 pages and full page color illustrations.

Pinocchio by Carlo Collodi
Puffin Classics, ISBN 014036708X

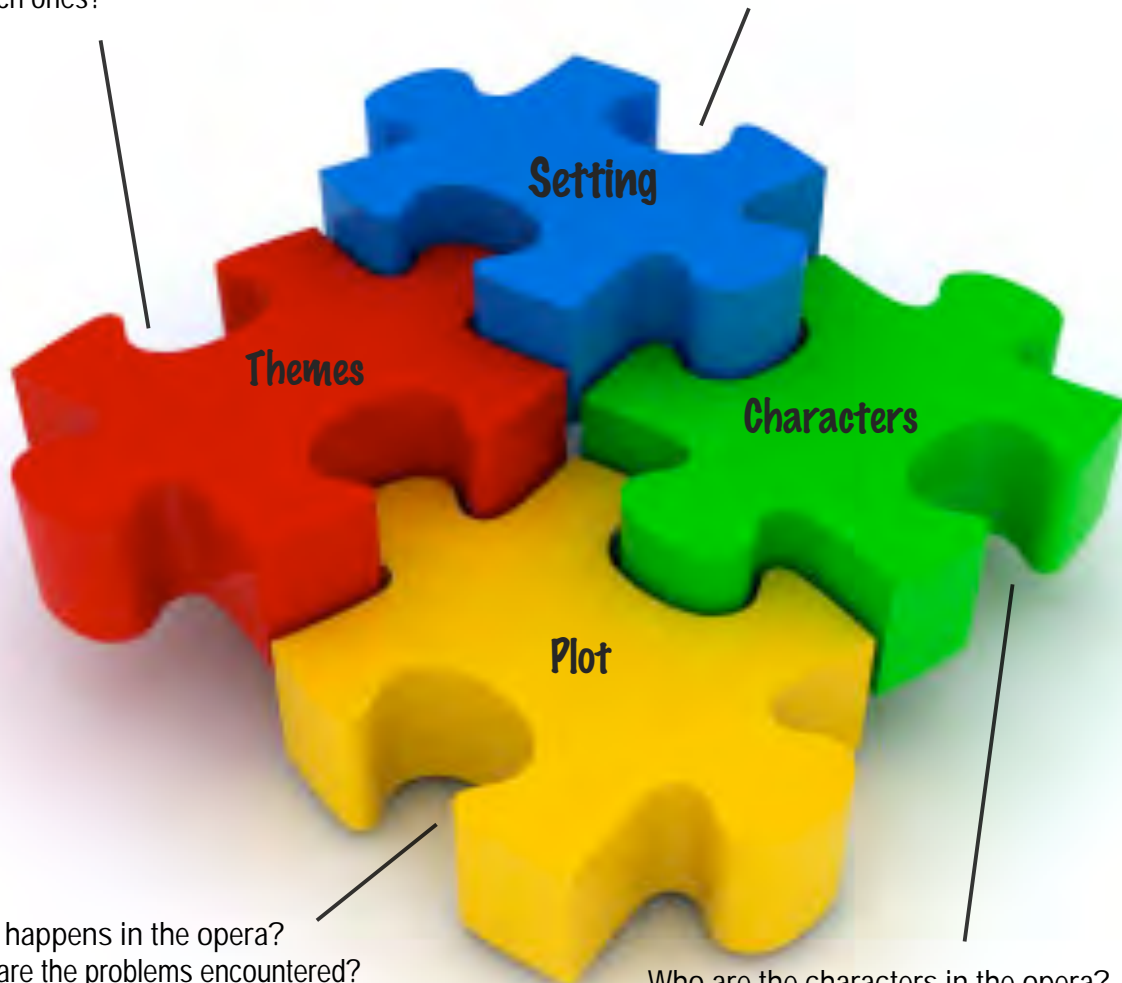
<http://www.childrensbooksonline.org/pinocchio/> The Rosetta Project, Inc.'s translations, also available in Spanish. Full story available for download onto your desktop.

Elements of a Story

The elements of a story are like a puzzle: they are many different pieces that all fit together to make one big picture. Explore this puzzle, piece by piece to discover what makes up this story. You can even create a web for each element, using the questions provided to guide the web's development. Be sure to discuss how each element affects the others.


What is a theme?
What are some themes of the opera?
-How were they shown?
Can you apply these themes/lessons in your own life?
-Which ones?

Where does the opera take place?
-Did the set help you determine the location and time period?
Is the setting important to the story?
-Why or why not?
-How would you change the setting of opera?
-What would change if you set the opera in a different culture, time period, or country?



What happens in the opera?
-What are the problems encountered?
-What happens at the climax?
-How are the problems solved?
Would you change the ending?
-Why?
-How would the characters solve their problems?

Who are the characters in the opera?
-Who are the main characters?
-Who is the protagonist?
-Who is the antagonist?
What are some of the character traits of the main characters?
-Would you change any characters' traits?
What obstacles does the main character face?



Talk About It!

Comprehension Activities

Discuss questions 1-10 with your class.

Optional Activity: Give a class news report! Pair students up, one being the “reporter” and the other an “eyewitness”. Interview each other on their responses and feelings to the questions below and report back to the class on their findings. Encourage students to think of their own pertinent questions in regards to the story and don’t forget to have them sit at the news anchor’s desk!

1. What reaction did Geppetto have when Pinocchio began to sing? (Knowledge)
2. How would you react if something you created began to sing and move? (Generating)
3. Why did Geppetto call teachers “window people”? (Evaluating)
4. Describe the promise that Pinocchio made to Geppetto. (Knowledge) Would you be able to keep the promise? Why or why not? (Evaluating)
5. How does the Wolf persuade Pinocchio to lie? (Knowledge)
6. What can you learn from Pinocchio’s mistakes? How can you use this knowledge in your life? (Applying)
7. The Wolf and Cat shudder when someone mentions their Moms. What does this tell you about the characters? (Evaluating)
8. The Wolf says, “when telling the truth is going to upset people and get you in trouble – that you tell a teeny weenielittle....fib.” Explain why you agree or disagree with the statement. Is it ever O.K. to lie? (Evaluating)
9. Dulcamara threatens to throw Olympia into the dump and then tells Pinocchio that he will be put in a cage if he misbehaves. What would you do if you were in Pinocchio’s shoes? (Generating)
10. The Old Blue Lady uses the word “always” three times when giving Pinocchio advice. In what genre is the number three important? (Knowledge)

pinocchio's Obstacle Course

Pinocchio lends itself to many discussions about character traits and obstacles we all face in daily life. Discuss with your class the obstacles Pinocchio faces, the lessons he learned, and different ways he could have solved his many problems. After the discussion, consider the activities below.

Truth

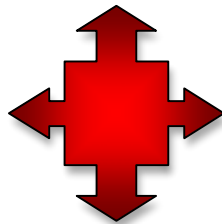
Pinocchio tells us at the end of the opera that "the truth is a light that shows us the best way to go wherever we want to be."

- Do you agree or disagree? Why or why not? -Why is telling the truth important?
- Did Pinocchio succeed at telling the truth? -What should he have done differently?

Generosity

What is generosity and how did Pinocchio and Gepetto show it?

- Why should we be generous?
- What are some different ways that we can be generous?



Education

Dr. Dulcamara, the Cat, and the Wolf all say that education is not important.

- Do you agree or disagree and explain why.
- Why did Gepetto want Pinocchio to go to school?

Responsibility

What is responsibility and why is it important?

- Where Wolf and Cat responsible characters? Why or why not?
- Did Pinocchio show responsibility? How?
- What are some ways you can be a responsible person?

Optional Activity: After the discussion, have students create a guide map for Pinocchio. Have them draw out the basic plot with the main conflicts he faces-they could even include warning signs at each "obstacle".

Go Farther: Have students create the guide map and then act it out! Remind them of the alternate solutions they discussed and encourage them to make good choices to change the ending of the map.

Fairytale Talk

Fairy tales have specific characteristics. List an example from the opera that corresponds with the characteristics of a fairytale. Be ready to explain if *Pinocchio* is a fairytale or not.

1. Predictable beginning

2. The number three

3. Wishes

4. Magic

5. Imaginary characters

6. Personification

Illustrate each of the characteristics of a fairytale. (The illustration does not have to be from *Pinocchio*.)

What does a predictable beginning look like? How can magic be represented?

Introduction to Italy's Geography

The original tale of *Pinocchio* originated in Italy around 1888. Maps of Italy and North Carolina have been provided below.

How many similarities and differences in geography can you find between North Carolina and Italy? Have students help you create a Venn diagram to illustrate.



ITALY FACTS:

Date of independence from monarchy: 1946

Population: 60.6 million people

Land Area: 116,303 sq miles (301,225 sq km)

Major Bodies of Water: Mediterranean Sea, Adriatic Sea, Ionian Sea, Tyrrhenian Sea, Po River

Geographic Regions/features: mountains, coastal lowlands, plains, volcanoes

Industries: tourism, chemicals, textiles, iron and steel, machinery, vehicles

NORTH CAROLINA FACTS:

Date of Establishment: 1789

Population: 9.3 million people

Land Area: 48,711 sq miles (126,161 sq km)

Major Bodies of Water: Atlantic Ocean, Yadkin River, Catawba River, Cape Fear River, Lake Norman, Lake Gaston, Lake Waccamaw

Geographic Regions/features: mountains, piedmont, coastal lowlands

Industries: textiles, furniture, tobacco, chemicals, minerals, coastal fisheries



NC's Geo-Facts

The map below illustrates the different geographic regions of North Carolina.



Coastal Plain

North Carolina's Coastal Plain is low, flat land along the Atlantic Ocean. It is often divided into two parts - the Outer Coastal Plain and the Inner Coastal Plain.

The Outer Coastal Plain is made up of the Outer Banks and the Tidewater region. The Outer Banks are a string of barrier islands separated from the mainland by sounds or inlets. The Outer Banks stretch more than 175 miles along the coast.

The Tidewater is the area along the coast close to sea level. The mouths of the major streams and rivers empty into sounds or the ocean. This region has many low-lying areas called wetlands, where water covers the land. The Great Dismal Swamp, a series of swamps scattered from Virginia, to North Carolina, South Carolina, and Georgia, is North Carolina's largest wetland area. The Tidewater is the only place in the world where the Venus Flytrap plant grows naturally!

The Inner Coastal Plain, a higher, drier area, begins west of the Tidewater. The rich, sandy soil here is some of the state's best farmland. In the southwestern corner of the Inner Coastal Plain are the Sandhills, a subregion of rolling, sandy hills.

Piedmont

The Piedmont is the middle region of the state, located between the Coastal Plain and the Mountain regions. Piedmont is a French word meaning "foot of the mountain." The elevations of this region range from about 300 feet in the western Coastal Plain to about 1,500 feet near the mountains. The boundary between the Coastal Plain and the Piedmont is called the fall line or fall zone. Along this fall line, rivers flow from the older, harder rocks of the Piedmont to the softer rocks of the coastal Plain. The land of the Piedmont is called a plateau because it is high and mostly flat.

Mountains

The western part of the state is the Mountain region. The elevation in this region reaches to more than one mile high. The Blue Ridge Mountains separate the Piedmont from the Mountain region, part of the larger Appalachian Mountains, possibly the oldest mountains in the United States. North Carolina has at least 40 mountains that rise to 6,000 feet and 100 that rise more than 5,000 feet. Mount Mitchell in the Black Mountain range is 6,684 feet high. This is the highest point in North Carolina and the highest in the United States east of the Mississippi River. The Eastern Continental Divide runs along the Appalachians as well; rivers on the eastern side of the divide flow east toward the Atlantic Ocean and rivers that run on the western side of the divide flow toward the Tennessee and Ohio rivers and into the Gulf of Mexico.

Activity:

After reading about North Carolina's regions, have students reenact *Pinocchio* with the setting being one of the given regions (e.g. have the story take place on the coast or the mountains). How does this new setting change the story? How does it affect the characters? (See the Folktale Revision Guide on page 28 to facilitate re-writing the story).

What's Going On? A Timeline

Pinocchio was originally published in short chapters in a newspaper before it was made into a book. Here is a look at what was happening in North Carolina at the same time.

- Early 1800s -North Carolina becomes known as the "Rip Van Winkle" state because it makes so little progress that it appears to be asleep.
 - 1828 - North Carolina Native Andrew Jackson becomes the 7th president of the United States.
 - 1830s - The U. S. government forces Cherokee Indians from their homes in what becomes known as the "Trail of Tears." Many Cherokee hide in the mountains of North Carolina.
 - 1840 -
 - The first public schools open in North Carolina, based on a plan that had been drafted in 1817.
 - The new State Capitol is completed.
 - 1845 - James Polk becomes the 11th president of the United States.
 - 1861-1865 -The United States Civil War. Some 40,000 North Carolinians are killed over the course of the war.
 - 1865 - Andrew Johnson becomes the 17th president of the United States.
 - 1868 - July 4 - North Carolina is readmitted to the Union.
 - 1877 - The last federal reoccupation troops leave North Carolina and the North Carolina Department of Agriculture is created.
 - 1878 - A Cherokee reservation is formed in Western North Carolina, providing protection for those Native Americans who lived in that area.
 - Late 1800s - The textile and furniture industries grow rapidly in North Carolina.
 - 1897 - The first bill to give women the right to vote in North Carolina is proposed, but is sent to a committee on insane asylums and is never passed.
 - 1903 - The Wright brothers make man's first successful flight at Kitty Hawk, North Carolina.
-

The activities on the next page are a suggestion of how to incorporate Native American studies with *Pinocchio*. These activities are suggestions; revise and adapt as best fits your students.

Pre-activities

Students will need to have been introduced to social studies material about culture and the various regions of North Carolina prior to this lesson.

- To review this understanding, begin by webbing the following elements on the blackboard: beliefs, traditions, language, art, music, clothing, food, games, shelter. Ask students what these terms define and try to elicit the term culture from their discussion. Place the word culture at the center of the web.
- Using the Cherokee culture web examples together connecting to some of the terms:
 - beliefs:* shamans, sought guidance from spirits of nature
 - traditions:* festivals to celebrate planting and harvest; clans according to women's lineage; farmers and hunters; council for leadership
 - language:* Cherokee, first to have system of written language
 - arts:* beautiful baskets, quill designs
 - clothing:* deerskin, moccasins, fur capes, bone jewelry
 - food:* grew corn, peas, squash, potatoes, melons; gathered wild fruits, nuts, and maple sugar; hunted buffalo, bear, deer, racoon, opossum, and birds
 - homes:* domed houses, round council house in center, village surrounded by palisade
 - games:* similar to lacrosse - men fought to show speed and endurance
- Practice drawing conclusions about beliefs from the clues that this information gives:
 - women have place of importance in the tribe (heads of clans)
 - respect for nature is important (spirits and hunting practices)
 - order is valued (central meeting house, well-organized clans, council, village layout)
 - strength, bravery, and hard work were valued (games, roles).
- End the discussion by reminding them that these beliefs are reflected in the Cherokee legends that were passed down.
- If you prefer, use examples from modern culture instead and discuss how our beliefs are reflected in modern literature.

Activities

1. Define folktales as stories told from generation to generation to entertain and to pass on the beliefs and history of the culture. At first folktales were part of an oral tradition of storytelling, but eventually various versions were written down. Fairy tales are a subgenre of folktales that also usually include magic and good vs evil. We can learn about cultures from reading their folktales.
2. What current literature can you find that adapts Pinocchio into local culture? Have students previously read any books that can be connected?

Folktale Revision Guide

Discuss "What ifs" to help get them started- What if the story took place in the coastal plains? Who would be the characters? What would the setting be like? Would the animals be different?

1. Review the folktale plan and ask students to complete it. Then students will work on their folktale rewrite drafts. Provide a rubric to use to edit their stories. Complete final versions by word processing for a class booklet of folktales if possible.
2. Have students prepare and practice their tale for a folktale storytelling festival. Encourage creative use of visuals, props, and language.
3. Have a storytelling day as a class or with a younger group.
4. Have students self-assess using a Project Rubric.

This is a plan for the retelling of the folktale:

This revised version will include culture clues from

_____ (place) and

_____ (time period).

Name of the new tale:

Setting for the new tale: _____

Geographical features or climate clues:

Types of plants, animals, towns, shelters, or anything else that may be part of the setting and add to the understanding of the culture and location:

Characters for the new tale (list and describe):

Grades K-5 Music Curriculum Alignment

NCSCOS & Essential Music Standards

NCSCOS

Goal 1: Learner will sing, alone and with others, a varied repertoire of music.

Goal 2: The learner will play on instruments, alone and with others, a varied repertoire of music.

- Use pitch and rhythmic accuracy.
- Play independent parts while others play contrasting parts.

Goal 4: The learner will compose and arrange music within specified guidelines. Create and arrange music to accompany readings or dramatizations.

Goal 5: The learner will read and notate music.

Goal 6: The learner will listen to, analyze, and describe music.

Respond through purposeful movement to prominent music characteristics while listening to music.

- Identify the meter of the music.
- Differentiate between speaking and singing voices.
- Differentiate between the child and adult singing voices.

Goal 7: The learner will evaluate music and music performances.

- Devise and use criteria for evaluating performances and compositions by individuals, class, recordings, and Opera Carolina's performance.
- Use appropriate music terminology in explaining personal reactions to this musical production.

NC Essential Standards

ML. 1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

ML. 3 Create music using a variety of sound and notational sources.

MR.1 Understand the interacting elements to respond to music and music performances.

I'm in a Mood

Objective: To recognize how major and minor tonality affects the mood of the music.

Procedures: Play one of the two following segments for the students. As you play, have the students demonstrate how the music makes them feel, using facial expressions or moving near their seats. After, have students discuss what feelings they thought the music represented. Make a chart for students to see the various interpretations. Repeat the same idea for the second musical segment.

1.



2.



Explain that one musical selection occurs as an evil character is coming into the story. The other selection is a blessing sung by the Old Blue Lady. Play the selections again and have students determine which song best fits each situation.

(Selection #1- Old Blue Lady's Blessing, Selection #2- Entrance of Dulcamara.)

How did their interpretations align with the specified characters?



Looking for Meter

Objective: To explore triple meter through movement and playing instruments.

Procedures:

Advanced Option: Show students the video of Barbarina Aria “L’ho perduta” from *The Marriage of Figaro* by Mozart. Ask students what they think is occurring in this scene. (Answers may vary, but the main character is looking for something that has been lost.) Explain that this scene came from a different opera; however, it uses the same music as in *Pinocchio*. We will use the same music and rhythm for our activity. (continue with standard option)

Standard Option: Instruct students to think of something very special that they own. Have them imagine that they have lost it somewhere on the way to school. All walk to a slow beat on the drum, pretending they are looking for what has been lost with each step.



Continue repeating the pattern until students are comfortable walking to the beat as they chant this segment from Pinocchio’s song “I have lost it.” Have the students continue walking with the beat of the drum and begin tapping the rhythm sticks, or other rhythmical instruments, two times between each step creating a three beat pattern and exploring and reinforcing triple meter.

Dr. Dulcamara's Notation Show

Objective: To create simple pentatonic melodies and notate them.

Procedures: The melody of Dr. Dulcamara's Puppet Chorus begins in F pentatonic for the first 3 phrases. We are going to use this scale to create a new melody for the words of this song. In pairs, have the students use the rhythm of one of the following phrases to experiment with the notes of this scale to create a melody. Write the letter names of the melodies in the blanks below the words so they may be repeated. Guide the students in transferring the notes to the staff.

Use the scale: **F G A C D**

We're very, very happy



to show to you to-night



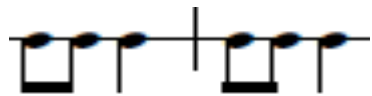
Doctor Dulcamara



just for your de-light



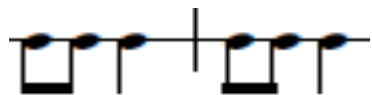
Ha, Ha, Ha Ho, Ho, Ho



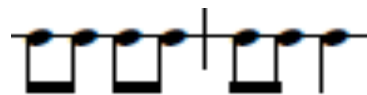
Doctor Dulca-mara's Show



Ha, Ha, Ha Ho, Ho, Ho



Doctor Dulca-mara's Show



Play Along with Pinocchio

Objective: To read rhythms to accompany a rhyme from the Pinocchio Finale.

Procedures: Practice chanting the following rhyme.

What a tangled web we weave

When we practice to deceive

In everything we say or do

We'll try each day to just be true.

After the students are able to chant this rhyme, add each of the following rhythms to accompany the chant. Have each rhythm written on a card or on the board. Have small groups of students work together to perform the rhythms. When each group can perform their pattern, perform the chant and all of the patterns together.

The image shows four staves of musical notation for different instruments, all in 4/4 time. Each staff begins with a 4/4 time signature. The notation is as follows:

- Drum:** A series of quarter notes on a single line, with a vertical bar line after the second measure.
- Rhythm Sticks:** A series of quarter notes on a single line, with a horizontal bar under the notes in the second and fourth measures, and a vertical bar line after the second measure.
- Maracas:** A series of quarter notes on a single line, with a horizontal bar under the notes in the second and fourth measures, and a vertical bar line after the second measure.
- Triangle:** A series of quarter notes on a single line, with a vertical bar line after the second measure.

Advanced Option: have students change instruments and, in small groups, read and execute the rhythm without teacher's assistance. Then play together to see how they do.

Wolf and Cat Round

Objective: To perform a speech round using a duet from Pinocchio.

Procedures: Practice chanting the following rhyme from the Wolf and Cat Duet in Pinocchio. When the students are able to perform the chant divide them into two groups. Perform the chant as a round. Have group two begin when group one reaches II. When the students have mastered a two part round you may expand the round to include four parts.

I

I'm a wolf and I'm a cat.

II

We are best friends imagine that.

III

We like each other and that's a fact.

IV

Who d'ya think you're looking at?

Advanced Option: Have students add instruments to accompany the chant. Allow them to create their own rhythms or ostinatos.

The Old Blue Lady

Objective: Learn to sing a repeated theme from the opera Pinocchio.

Procedures: In the opera Pinocchio, there is a character called the Old Blue Lady. She is a fairy who grants 2 different characters' wishes at different times in the opera. Each time she appears, she follows the same routine. She asks for food. The other character offers all the food they have. Then the Old Blue Lady says that the wish they just made has come true. Below is the theme the Old Blue Lady sings each time she appears. Have the students learn to sing the theme and let them know that it is sung every time this character appears. In addition, the students may be able to recognize that the Old Blue Lady is about to appear because of a reoccurring theme that plays when the door knocks.

Optional Activity: Have a student pretend to knock at the door, then play either the Old Blue Lady's theme, Dulcamara's theme, or random music. Then ask the rest of the class to determine which character is at the door. If you do not use the music of the Old Blue Lady or Dulcamara, then students can say neither.

Voice

May I have a piece of bread? I have had no food to-day. Just a
lit - tle piece of bread. and I will be on my way. You are ve-ry ve-ry
wel-come Though I do not have a lot. I will give you food to eat.
You may have all that I've got.

Rate the Opera

Critics evaluate experiences and write reviews for the public. Follow the rating system below to discover whether our opera was a success or a flop. Be sure to write your review in the next activity, Critic's Corner, and send it back to us!

	Always	Sometimes	Never
The actor used voice to portray the character. Pinocchio Geppetto Cat Wolf			
The actor used his body to portray the character. Pinocchio Geppetto Cat Wolf			
I could hear the actors' voices. Pinocchio Geppetto Cat Wolf			
I understood the actors' words. Pinocchio Geppetto Cat Wolf			
The characters remained in character while on stage.			
The actors used gestures and movement to portray character.			
The actors remembered their lines at all times.			
The music told the story.			
The music communicated the emotions of the characters.			
The costumes portrayed the time set by the scenery.			
The set created the mood.			

Each **ALWAYS** is worth 3 points, **SOMETIMES** is worth 2 points, and **NEVER** is worth 1 point.

Add your points and then grade the opera according to the following scale.

A= 62-69 points B= 55-61 points C= 48-54 points D= 41-47 points

CRITIC'S CORNER

Have students complete the "Rate the Opera" activity and write their final review of the opera below. Once the review is complete and the final rating stars have been colored in, send the review back to Opera Carolina and we may post it to our website!

Mail: Two Wells Fargo Center, 301 S. Tryon St., ste. 1550, Charlotte, NC 28282 **Fax:** 704.332.6448
Email: Ashley@operacarolina.org

A review of _____
What I liked best about this opera
was _____
because _____
Another thing I liked
was _____
because _____
What I did not like about this opera
was _____
because _____
The best character
was _____
because _____
I think the opera would be better
if _____

One part I would not change
is _____

The person I think would enjoy this opera is

I would like to play the part of _____
because _____

Use your score from the Rate the Opera activity and color in your final rating.

