



BIG SISTER, LITTLE BROTHER

BY MIKE KENNY

Directed by LaShanna R. Tripp

FROM THE EMPEROR'S NEW CLOTHES
BY HANS CHRISTIAN ANDERSEN

STUDY GUIDE

PROVIDED BY



PERFORMANCE DATES AND HOW TO USE THIS GUIDE

“Big Sister, Little Brother” by Mike Kenny

Directed by LaShanna R. Tripp

From “The Emperor’s New Clothes”

by Hans Christian Andersen

- Virtual Field Trips and Touring Performances available March 2nd - April 1st, 2021
- Visit www.bct123.org for more information or to book a field trip today!

HOW TO USE THIS GUIDE

This classroom guide for “Big Sister, Little Brother” is designed for Alabama students in grades K-5th. It offers activities to help you integrate classroom activities into English Language Arts (ELA), Science, Social Studies, and Theatre curricula.

All activities in this guide are linked to the Alabama State Department of Education content standards.

<https://www.alsde.edu/>



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YOUR ROLE AS THE AUDIENCE

Dear Audience Members,

Birmingham Children's Theatre is excited to welcome you as a member of our audience!

Our theatre may look a little different this year, but as always, stories create a world of imagination and fun, where the impossible comes to life. In theatre, the audience is an extremely important part of our storytelling, and we need your help to make this the best show possible for you and your fellow audience members!

While the show is happening, DO

- Give your full attention to the actor(s) and the story
- Feel free to laugh, gasp, and applaud!
- We might need your help, so participate when asked

And to make sure everyone can enjoy the show, we ask that you DON'T

- Talk to your friends and neighbors
- Wave, shout, or disrupt the performance

There will be time after the performance to talk to the actor(s) and ask questions.

We are excited to share our production with you!

Thank you,

Birmingham Children's Theatre

PLOT SUMMARY

Rita and Archie meet a big-headed Emperor, a foolish chief-minister, an exquisite Empress, and a host of courtiers; and, in a vast palace with rooms full of clothes, they weave magic garments. But when everything goes wrong, whose fault is it? Like any brother and sister, they blame each other and can't even agree on which way to run! Big Sister, Little Brother tells the story of The Emperor's New Clothes with an unusual twist, and is a funny, fast-paced, heart-warming tale.



ABOUT THE ARTISTS

“BIG SISTER, LITTLE BROTHER”



MIKE KENNY: THE PLAYWRIGHT

Mike Kenny is one of England’s leading writers, specializing in young people’s theatre. He is the recipient of numerous awards, was included in the Independent on Sunday’s list of Top Ten Living UK Playwrights and his plays are performed regularly throughout the UK and all over the world. In 2013 he was given an Honorary Doctorate of Letters by Nottingham University, England.

LASHANNA R. TRIPP: THE DIRECTOR

A Spoken Word Artist, Writer, Director, and Actress, LaShanna R. Tripp has appeared onstage in regional theatres across the North and Southeast. She was a Theatre Director with Jefferson County Schools and has taught acting workshops and directed stage productions with the Make It Happen Theatre Company, UAB/ArtPlay, and Birmingham Children’s Theatre. LaShanna has also been a consultant to various artists and organizations, including Constantine the Emcee, Yogi Dada, Ravizee Nation, The Nick Bell Foundation, and Khairi and Little Angels Memorial, offering limited media writing services and support to both non-profit and for-profit entities. Originally from New Rochelle, NY, LaShanna currently resides in Birmingham, AL with her husband and their three children.



ENGLISH LANGUAGE ARTS

BCT MUST READS

FURTHER READING FOR EARLY READERS

- “The Emperor’s New Clothes” by Hans Christian Andersen
- “Peter’s Chair” by Ezra Jack Keats
- “Hansel and Gretel” by Jacob Grimm
- “The Happy Prince” by Oscar Wilde
- “Frindle” by Andrew Clements
- “The Evil Princess vs. the Brave Knight” by Jennifer L. Holm vs. Matthew Holm



CLASSROOM ACTIVITIES

FRIENDLY FABRIC

Materials: Cotton Balls (1/student) & Magnifying Glasses (1/student or small group)

Prior to this lesson, have a bag of cotton balls ready for the investigation. Any kind will work well. The goal is to provide the students with an opportunity to look at the cotton ball so they can better understand the components of cotton fabric.

What is cotton?

The Merriam Webster Dictionary defines cotton as a soft usually white fibrous substance composed of the hairs surrounding the seeds of various erect freely branching tropical plants (genus *Gossypium*) of the mallow family.



“What is cotton used for in your lives?”

“If we look at the cotton with a magnifying glass, what do you think we’ll see?”

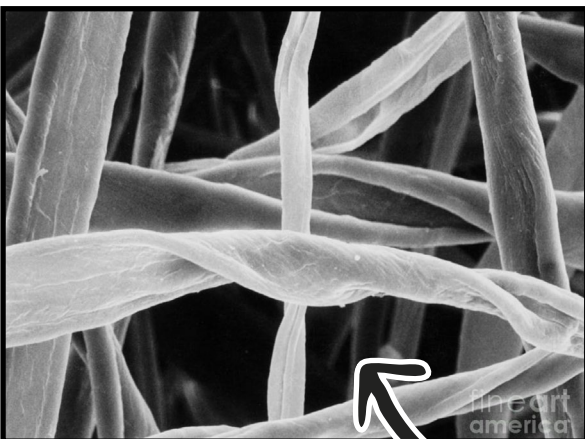
“It will look different.”

“Tell me more about that. How different?”

“We’ll see the little strings that come out.”

“So let’s use our equipment to look closer and see if you’re right! How’s that sound?”

“Yessssss!”



Take a minute to explain the process they will follow:

- First, select the cotton you will use.
- Next, use a magnifying glass to look closely at the cotton.
- Last, use a paper to draw and label two pictures- how it looks far away and close up.

Here’s a magnified cotton fiber!

CLASSROOM ACTIVITIES

A FAMILY STRAND

This activity will support students to participate in making a family fabric (quilt, sweater, jacket, etc) by involving their families and learning more about interviewing and questioning. Through this activity students will have an opportunity to explore family dynamics and how they change. It also exposes students to the motifs of relationships, communication, and opinions that exist in many texts and are relevant to all of our lives.

1. Show students an actual quilt, patterned article of clothing or provide images of these materials for students to look at. Next, ask the following questions:

- What is the purpose of fabrics, clothing and patterns?
- Do you own one or know anyone that owns or has ever created one?
If so, what kinds of things did they share with you regarding it?
- What could they symbolize for people and their families?

2. Explain to students that they are going to do some investigating into their own family history and heritage. On a blank sheet of paper, have students create a web of things that are important to their family. Remind them that these could be anything unique to them. Some examples are: celebrating a birthday; songs that are sung at events; praying as the new year begins; family traditions at weddings; etc. - The teaching point for this activity is for students to come up with a few things that are unique to them and their family traditions.

3. Have students write interview questions they will ask their family members.

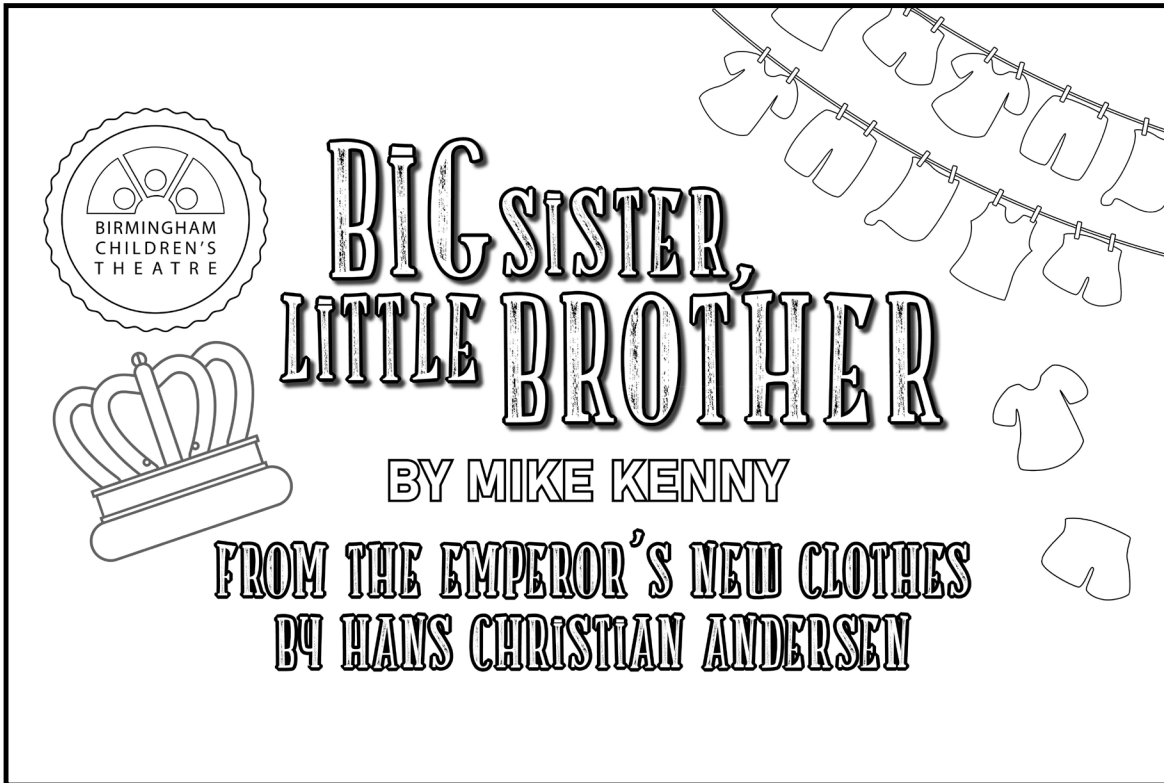
4. After they write the questions, have them spend time interviewing different family members. (If students have complicated family situations encourage them to jot down important aspects of their culture--this could be the music they listen to; the books they read; how they get their hair styled, and so forth.)

5. Provide students with materials to create different patterns and have them draw an article of clothing based off of the responses they received from their family members. Instruct them to use symbols to represent key ideas that they learned from interviews and draw pictures that capture the information.

- Using cloth patches and cloth/ fabric markers, or small pieces of paper and markers, have students draw symbols that represent their culture and aspects of it that are important to them.

CLASSROOM ACTIVITES

COLORING SHEET



In the spaces below, design your own magical outfits!



POST SHOW RESPONSE

Here at BCT we strive to Educate, Enrich and Entertain the lives of children through the magic of professional theatre. Please use this guide as a reflection on the performance you have seen and send it back to BCT so we can make your next experience magical!

Dear (who was your favorite character?) _____,

I am (how old are you?) _____ and I am in the _____ grade at (what school do you attend?) _____ . I saw your performance of _____ on _____ (day) _____ (month) _____ (year)! I thought the play was (how did the play make you feel and why?) _____

_____. My favorite part of the play was (what was something that was real to you?) _____

I really liked the character because (what made you like them?) _____ . The set looked like (what did you see?) _____ .

The music sounded like (what did you hear?) _____ .

Something else I loved about the play was _____ . I would really love to see (what is a play that you think is fun?) _____

_____ performed next at Birmingham Children's Theatre.

Love,

(what is your name?) _____



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THANKS FOR YOUR SUPPORT!

QUESTIONS? CONTACT DIRECTOR OF EDUCATION, JESSIE KISOR

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