

**"Rudolph the Red-Nosed Reindeer"**  
Featuring Songs from the Television Classic  
**Curriculum Guide for grades 4-6**



*A teacher's guide for the study of literary and theatrical elements with emphasis on the thematic topic of holidays and celebrations.*

**\*DRAMA**

## **Dramatizing Tolerance**

Rudolph, the Red-Nosed Reindeer had a very shiny nose, a red nose unlike any other. For this, Rudolph was often left out in the cold, literally!

**Kentucky: Arts and Humanities > Drama/Theatre**

**Elements of Drama, Production and Performance (2.22-2.26) Grades 4-6**

**Academic Expectations**

2.22 Students create works of art and make presentations to convey a point of view.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

**Ohio: Arts > Drama/Theatre Standards > Creative Expression and Communication**

**Benchmark(s) Grade 4**

C. Demonstrate various ways to stage classroom dramatizations.

**Grades 5-6**

A. Use basic acting skills (e.g., voice, posture, movement, language) to develop characterizations.

D. Create scripted scenes based on personal experience and heritage.

**Objective**

Students will:

- Identify intolerance based on personal differences

**Assessment**

Students will be able to:

- Create and perform innovative skits to illustrate the meaning of terms used to address the inclusion and exclusion of others.

Sample selected response items to gauge student understanding:

1. Supply a word, a synonym for the term, "tolerance."  
*Answer: e.g., compassion, endurance, kindness, good will, patience, sympathy, understanding*
2. Everyone has the same degree of tolerance for others. Agree or disagree?  
*Answer: Individual student response. Emphasis on a person's personal preference, view and outlook toward others.*
3. What do these terms have in common?

- a. Inclusion
- b. Acceptance
- c. Receptive

*Answer: being open-minded and welcoming of others*

### **Vocabulary**

4. Intolerance
5. Tolerance
6. Inclusion
7. Acceptance
8. Prejudice
9. Discrimination

### **Materials**

- Written scenarios on cards that address the following terms—intolerance, tolerance, inclusion, acceptance, prejudice, discrimination.

### **Activity**

#### **Tolerance and Intolerance**

##### **Teacher will:**

1. Ask for student volunteers to tell the story of *Rudolph, the Red-Nosed Reindeer*.
2. Facilitate discussion about the story details as presented by the student storytellers. Emphasize the mistreatment of Rudolph by his peers, the other reindeers, due to Rudolph's differences.
3. Introduce a list of terms related to the treatment of others—intolerance, tolerance, inclusion, acceptance, prejudice, discrimination.
4. Have students consider their feelings and emotions upon hearing these terms, and share how they interpret these terms.
5. Distribute written scenarios to groups of four to five students for development into a skit that illustrates one of the above terms. Each student team/small group will act out the skit for classmates.
6. Debrief with students how this activity made them feel, what was observed and what was learned.
7. Facilitate discussion by asking students if their dramatic presentations skits, helped them to better understand the meaning of the terms.
8. Facilitate discussion on how dramatic plays and productions help people to better understand people, emotions, behaviors, etc.

#### **\*Music**

## **Lyrics for Rudolph**

**Oh, the bells and songs of winter holidays! How they do make for festive times and long term memories. But wait! I think I hear a different lyric in my ear.**

**Kentucky: Arts and Humanities > Music Standards**

## **Elements of Music (1.14, 2.22-2.26) Grades 4-6**

### **Academic Expectations**

- 1.14 Students make sense of ideas and communicate ideas with music.
- 2.23 Students analyze their own and others' artistic products and performances using accepted standards.
- 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

### **Ohio: Arts > Music Standards > Creative Expressions and communications**

#### **Benchmark(s) Grade 4**

B. Read, write, improvise and compose melodies and accompaniments.

#### **Grades 5-6**

B. Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.

### **Ohio: Arts > Music Standards > Historical, Cultural and Social Contexts**

#### **Benchmark(s) Grade 4**

B. Identify and respond to music of historical and cultural origins.

#### **Grades 5-6**

C. Describe how events during various historical periods have influenced the development of music.

### **Objective**

Students will:

- Explore the traditional origins of the song, *Rudolph the Red-Nosed Reindeer*.
- Examine alternative versions of the song to recognize adaptations and improvising in lyrics and melodies.

### **Assessment**

Students will be able to:

- Improvise and compose original holiday lyrics and/or melody to a traditional holiday song.

Sample selected response items to gauge student understanding:

1. What does it mean to improvise?  
*Answer: To invent or create something without previous thought or planning.*
2. Lyrics are words of a song. True or False?  
*Answer: True (words meant to be sung)*
3. Discuss how societal events influence the writing of music.  
*Answer: Individual student response. Emphasis on the fostering of emotions or behaviors that leads to personal and artistic expression.*

### **Vocabulary**

- Lyrics
- Improvise
- Compose

### **Materials**

- Handout of the song, *Plumphrey, the Big Fat Pumpkin*, for each student
- Print copy (book) of *Rudolph, the Red-Nosed Reindeer* by Robert L. May

### **Activity**

#### **Holiday Songs with a Twist**

##### **Teacher will:**

1. Survey students to see who knows the lyrics and song of *Rudolph, the Red-Nosed Reindeer*.
2. Distribute copies of the song, *Plumphrey, the Big, Fat Pumpkin*, to each student. Have the class sing the song to the tune of *Rudolph the Red-Nosed Reindeer*.
3. Explain how original songs and "lyrics" are sometimes changed, modernized and recreated. New versions may, or may not reflect the original intent of the author.
4. Read aloud to the class, Robert L. Mays' original story of *Rudolph the Red Nosed Reindeer*, and share the history of its creation. (History: May, an advertising writer for the Montgomery Ward Company, wrote the story for the company in 1939 as a holiday children's book. Mays' brother-in-law, Johnny Marks, composed the song in 1949 based on the poem written by May.)
5. Have the class listen to an audio version of the song, *Rudolph the Red Nosed Reindeer*, and compare to the Mays' written book version. Students will discuss the similarity and difference between the two formats in regards to theme and main idea.

*Note: Consider **fair use practice** in the viewing of audiovisual works and playing of sound recordings.*

- *Performance must be presented by teachers or students only for a specific class*
  - *Performance must occur in the course of face-to-face teaching activities directly related to the curriculum*
  - *Performance must take place in a classroom in a nonprofit educational institution*
  - *Performance must be of a legally required copy of the work.*
6. Have students select a holiday song of personal preference and write their own version of the song with different lyrics to the same tune, or to a different tune. Students will share their new versions with the class.
  7. Inform students that their task, upon viewing of the Children's Theatre Production of *Rudolph, the Red-Nosed Reindeer*, will be to listen to the song lyrics to see if there are changes from the original text, and if so, why?