The Pied Piper of Hamelin

Activities and teacher notes

**Year Six term 1**

**Learning Objectives**
- TLW 8 - Summarise a passage/text in a specified number of words
- TLW 9 - Preparing a short section of a story as a script - using stage directions
- SLW 1 - Using, reading, evaluating complex sentences
- WLW 7 - Looking at how words have changed over time

**Resources needed**
- ‘PIED PIPER OF HAMELIN’ by Robert Browning
- GLOSSARY
- A STRANGE FIGURE
- THE RATS LEAVE
- RAT OUTLINE
- THE BOY WHO WAS LEFT BEHIND
- PIED PIPER WORDSEARCH
- VIDEO OF ‘THE PIED PIPER OF HAMELIN’ [OPTIONAL]

**Task 1**

Read the ‘Pied Piper of Hamelin’ by Robert Browning to the children using an overhead transparency. Discuss words that may have changed over time e.g. townsfolk, cradles, ladle, gown, chamber (WLW 7). Which words would we use instead of these? GLOSSARY WORKSHEET

<table>
<thead>
<tr>
<th>Pick out all of the adjectives used to describe the Pied Piper’s clothes:</th>
<th>Now pick out the adjectives used to describe the Pied Piper himself:</th>
</tr>
</thead>
<tbody>
<tr>
<td>queer, long, yellow, red (coat)</td>
<td>strangest</td>
</tr>
<tr>
<td>quaint (attire)</td>
<td>tall</td>
</tr>
<tr>
<td>red and yellow stripe (scarf)</td>
<td>thin</td>
</tr>
<tr>
<td>old-fangled (clothes)</td>
<td>sharp, blue (eyes)</td>
</tr>
</tbody>
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**Task 2: Adjectives (SLW1)**

1. Underline together the adjectives used in the poem to describe the Pied Piper, or complete the table on A STRANGE FIGURE

2. Share this together with the class.

3. Using THE RATS LEAVE find as many adjectives and examples of onomatopoeia (TLW as you can to describe the rats running down the streets of Hamelin. Write them inside the RAT OUTLINE.

4. PIED PIPER WORDSEARCH. Find the words used in the poem!

**Task 3: Using, reading and evaluating complex sentences (SLW 1)**

1. ‘The river Weser, deep and wide
Washes its walls on the southern side’
Why is this a clever way of describing the river running past the town?

2. Which animals are mentioned in the poem?

3. Which lines in the poem give the impression that these animals were a real nuisance?

4. What is the worst thing you think they did, in your opinion?

5. What did the Pied Piper look like? (Verses V and VI)

6. What is the Pied Piper’s flute made from? (Verse XII)
The Pied Piper of Hamelin

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1. Describe in your own words how the rats followed the piper. (Verse VII)
2. Read the description of the boys and girls in the poem. What were they doing that gives you the impression that they were happy? (Verse XII)
3. Explain what the following words mean:
   - vermin
   - adept

Task 4: Preparing a section of a story as a script using stage directions (TLW 9)

Watch the video of The Pied Piper, or recap events in the poem. Choose two characters from the video/poem and demonstrate on the board how this might be scripted as a play:

In the town hall, the mayor sits at his desk, looks up as he hears a knock at the door.
MAYOR: Come in!
PIED PIPER: I can get rid of those rats for you
MAYOR: You can? How? (Mayor stands up with hands on hips)

Ask the children to discuss in pairs how this conversation might develop. Write it out using the method shown above. Discuss how actions and movements should be written down. The children could then act out their scenes.

Task 5: To write a summary (TLW 8)

Read together the poem and, as a class, identify the main points using clues identified from the text eg.

1. Description of Brunswick
2. Description of the rats
3. The Town Hall
4. The Pied Piper
5. Playing the tune
6. The children following the Pied Piper

Using the points above, discuss the term ‘paraphrasing’ and ask the children to describe what happens in each verse in their own words. The children then have to write down what they have said. This should then form a summary of the poem.

Task 6: Headlines; Summarising continued (TLW 8)

Once the children have summarised the story so far, ask them to think of 1, 2, 3, 4 or 5 worded headlines to go with the poem.

E.g.
1 word = Rats!
2 words = Children Disappear!
3 words = Mayor Loses Temper!
4 words = Strange man with flute!

A further activity would be to write a telegram within a certain amount of words telling the story of the Pied Piper or part of the story.