ANDREW LANG’S
FAIRY TALES
Teacher’s Guide

Tales selected and adapted by Mike Peterson
Illustrated by H.J. Ford

Teacher’s Guide by Lisa M. Sax
Introduction

Andrew Lang began collecting and publishing fairy tales and folk tales in the 19th century, the most famous of them under “color” titles, beginning with “The Blue Fairy Book” and going through a dozen other colors, each with a variety of stories from a variety of cultures, and all lovingly illustrated.

In presenting a selection of these stories, we’ve taken care to choose stories that needed very little editing, and most of that to update language for modern readers. We’ve tried not to disturb the original storytelling, but we’ve removed anachronistic phrases that would be impenetrable today, and changed certain words that have acquired new and unfortunate connotations.

There were, however, stories we could not present without making significant changes, and we skipped over those. Since these tales reflect the cultures of the times in which they arose, often post-medieval days, they can be a little bloody and they often reflect attitudes that are no longer part of our lives. But many of the other stories in these collections live in our hearts precisely because they do speak to universal values and dreams, and we’ve chosen those that will not only spark young imaginations, but help them to think about core values in their real lives.

Our Teacher’s Guide contains a selection of standards-based lessons you can use with any of these stories, as well as specific teaching ideas that are particularly suited for particular tales. We’ve also attached some reproducibles that will help you structure particular lessons.

We hope you enjoy Andrew Lang’s Fairy Tales. They have delighted generations of young readers, and older readers, too!

Mike Peterson
Project Editor

Lisa Sax
Curriculum Writer
Once upon a time, ever so many years ago, Truth suddenly vanished from out of the world.

When people perceived this, they were greatly alarmed and at once sent five wise men in search of Truth. They set out, one in this direction and one in that, all plentifully equipped with traveling expenses and good intentions. They sought for ten long years. Then they returned, each separately. While still at a distance, they waved their hats and shouted that they had found Truth.

The first stepped forward and declared that Truth was Science. He was not able to finish his report, however; for before he had done, another thrust him aside and shouted that that was a lie, that Truth was Theology and that he had found it. Now while these two were at loggerheads -- for the Science man replied to the attack vigorously -- there came a third and said, in beautiful words, that Love was Truth, without a doubt. Then came the fourth and stated, quite curtly, that he had Truth in his pocket, that it was Gold, and that all the rest was childish nonsense. At last came the fifth. He could not stand on his legs, gave a gurgling laugh, and said that Truth was Wine. He had found Truth in Wine, after looking everywhere.

Then the five wise men began to fight, and they pummeled one another so lustily that it was horrible to see. Science had its head broken, and Love was so greatly ill-treated that it had to change its clothes before it could show itself again in respectable society. Gold was so thoroughly stripped of every covering that people felt awkward about knowing it; and the bottle broke and Wine flowed away into the mud. But Theology came off worst of all: everybody had a blow at it and it received such a blasting that it became the laughing-stock of all beholders.

And people took sides, some with this one and some with that, and they shouted so loud that they could neither see nor hear for the din. But far away, at the extreme end of the earth, sat a few and mourned because they thought that Truth had gone to pieces and would never be made whole again.

Now as they sat there, a little girl came running up and said that she had found Truth. If they would just come with her -- it was not very far -- Truth was sitting in the midst of the world, in a green meadow.

Then there came a pause in the fighting, for the little girl looked so very sweet. First one went with her; then another; and ever more... At last, they were all in the meadow and there discovered a figure the like of which they had never seen before. There was no distinguishing whether it was a man or a woman, an adult or a child. Its forehead was pure as that of one who knows no sin; its eyes deep and serious as those of one who has read into the heart of the whole world. Its mouth opened with the brightest smile and then quivered with a sadness greater than any could describe. Its hand was soft as a mother’s and strong as the hand of a king; its foot trod the earth firmly, yet crushed not a flower. And then the figure had large, soft wings, like the birds that fly at night.

Now as they stood there and stared, the figure drew itself erect and cried, in a voice that sounded like bells ringing:
“I am Truth!”

“It’s a Fairy Tale!” said Science.

“It’s a Fairy Tale!” cried Theology and Love and Gold and Wine.

Then the five wise men and their followers went away, and they continued to fight until the world was shaken to its center.

But a few old and weary men and a few young men with ardent and eager souls and many women and thousands of children with great wide eyes: these remained in the meadow where the Fairy Tale was.

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Editor’s Note: This delightful essay, included as part of The SurLaLune Fairy Tale Pages by Heidi Anne Heiner, (http://members.aol.com/rockenreder/frytales/introftistory.htm) does not appear to be under copyright and according to Heiner is included in Spells of Enchantment: The Wondrous Fairy Tales of Western Culture, edited by Jack Zipes. It is included here for the same reason Heiner included it, its content serves as a foundation for discussion and debate when introducing fairy tales as a unit of study.
Newspaper Related Activities

Upon reading a folk tale, have students write a news story answering the questions “who, what, when, where, and how” using the inverted triangle style. Using their imagination, create an original story by mixing the “5 W’s and H” from different stories.

Have students find examples of headlines that: use humor, contain a pun, use a nickname, contain a person’s name and use abbreviations. Have students create folk tale headlines using the examples as models. (See back of guide for a reproducible for this exercise)

Many folk tales reveal that one or several of the characters accomplished a goal or overcame a challenge. Find examples in the newspaper of people who have also done so.

Have students brainstorm a list of ideas for feature stories which involve elements of a particular story. Have each student write a feature story using one of the ideas.

Divide students into small groups, designate a character for each group to analyze. Have students write an editorial explaining the viewpoint and opinion of the assigned character. To further extend this activity, have students study editorial cartoons and develop one according to the viewpoint expressed in the editorial written for the story.

Have students write several headlines that express the slant of the editorial. Have students determine the purpose of the editorials written by classmates (written to: inform, advise, praise, command, argue a point, express a view, interpret or to eulogize).

Identify the conflict within a story (man us. man, man vs. nature, man vs. self, and/or man vs. society) and write an explanation for your choice. Find news stories that reflect each type of conflict and tell how the news story and the tale are similar.

In many of the folk tales a problem or catastrophic event might have been avoidable if certain modern day products or services had been available. Using the newspaper, find products and/or services that might have been beneficial to a character or in a particular situation and explain.

Have students select a character from one of the stories, a location discussed in a news story, and a current situation in the news and write a news story showing how the character would handle the situation.

Have students select a character from a newspaper comic strip that is similar to one of the characters involved in one of the folk tales and have students explain what makes the characters similar and what makes them different.

Using the sports section as an example, discuss the use of synonyms for words like win and lose. Have students select a folk tale and replace particular words with synonyms.
Have students select a character, define a problem that character is struggling with and write a letter to the newspaper’s advice columnist seeking advice. Have students exchange letters and then, acting as the columnist, write a response.  

Standard #4

Have students study the use of advertising and the design of advertisements in the newspaper. Have students design an advertisement for a product or service relating to a particular folk tale.  

Standard #8

Select a problem a character is struggling with and assume the responsibility of hiring someone to solve the problem. Write a help wanted ad.  

Standard #6

Using their imagination, have students select a photograph from the newspaper that somehow relates to either an action taken by one of the characters, the action of the plot, the setting or the theme. Explain the choice and write a caption and headline for the photograph.  

Standard #6

Determine the theme of a particular story and find examples related to the same topic or theme. Some themes include: fear, hate, revenge, love, cooperation, etc. Explain how the story and article relate.  

Standard #1

Have students select a heroic figure from one of the folk tales. Find a news article that features a heroic figure and based on the student’s own opinion, compare the qualities, similarities, differences and characteristics of a hero.  

Standard #2

**ORAL INTERPRETATION AND DRAMA APPLICATIONS**

Have students present oral reports on one of their written news story pieces. After listening, audience should identify the “5W’s and H” of the report.  

Standard #4

Have students conduct a mock press conference with a selected character.  

Standard #4, 11

Divide students into small groups, select one story and review news articles that were submitted by classmates about the story. Have each of the members act as editors attempting to decide which story belongs on the front page of the paper. Each student should verbally discuss his/her opinion regarding placement and importance of the news story.  

Standard #1, 3, 6

Produce a mock TV or radio commercial based on a product or service helpful to a character.  

Standard #6

**COMPUTER TECHNOLOGY APPLICATIONS**

Use the computer for all written assignments.  

Standard #8

Have students view recommended sites and email authors of modern day fairy tales.  

Standard #8, 11

Have students create portfolios of their work using computer programs such as Microsoft PowerPoint.  

Standard #8

Have students create a mock newspaper front using the computer.  

Standard #6, 8
HEADLINE WRITER

Headlines tell us what a story is all about. It uses big letters and just a few words so readers can decide quickly if they are interested in the story. Many headlines often use humor, pun, nicknames, abbreviations or a include person’s name. Create headlines for the fairy tale you read using these devices.

Headline #1 (Humor):

Headline #2 (Pun):

Headline #3 (Nickname):

Headline #4 (Abbreviation):

Headline #5 (Person’s Name):
Each of the characters within the fairy tales have different characteristics and traits that influence the way he or she would handle a given situation. Select a character from a story, a location discussed in a recent news story, and a current situation or event. Write a news story showing how the character would handle the situation.
INVERTED TRIANGLE NEWS STORY STYLE:

Many news stories are written using the inverted triangle style. The main details that answer “who, what, when, where, and how” are contained in the lead paragraph. Additional details follow the lead are not as critical to the story. Feature stories and opinion stories (editorials, columns, reviews) do not usually use this writing style.

Lead Paragraph: The essential facts are written in the lead paragraph. The following questions are answered: who, what, where, and when.

Critical Details

Who:_______________________________________________________________

What:___________________________________________________________

________________________________________________________

________________________________________________________

Where:_____________________________________________

Why & How: ________________________

______________________________

___________________________

________________________

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Additional Details

Additional information and details are located at the end of the story. Questions such as why and how are found following the critical facts.
CONFlict COMparison:
In many of the fairy tales the main character is struggling with a conflict. This is often true of people in real life. Many news stories offer examples of people in conflict with one another, with nature, with him or herself, or with the society. By reading news stories you will discover that conflicts arise in a variety of situations and are similar in nature to the problems suffered by fairy tale characters.

Fairy Tale: __________________________________________________________

Character: __________________________________________________________

Type of Conflict (man vs. man, man vs. self, man vs. nature, man vs. society):
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Attach the news story article that contains an example of a similar conflict ..........

Use this space to explain how the conflict in the fairy tale is similar to the conflict written about in the news story
___________________________________________________________________
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Classified Ads:
The want ads section of the newspaper is a place where readers go to look for items and/or services. People look here for jobs, homes, property, automobiles, etc. The cost of placing a want ad is usually based on the length of the ad. Most people try to use as few words as possible while still getting the most essential information included.

Practice Exercise: Look through the newspaper and clip examples of job listings. Examine them to determine the type of information that is usually included. Write a classified ad for a job being offered. To help you get started, here are a list of things you might want to include:

- Salary and wage information
- Duties
- Hours
- Skills needed/Qualifications/Education Level
- Special Rewards/Incentives/Bonuses

Write the classified ad below:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Based on the story you have read write a classified ad below to advertise a product, service, or property for sale. Your ad should be concise and informative. Use space below to describe the story, the product or service, and target audience. Attach your ad to this cover sheet.

Ad based on which story? ____________________________

Character Involved? ____________________________

Product, Service, or Property? ____________________________

Target Audience (Who might be interested in this ad?) ____________________________
DESIGN AN ADVERTISEMENT:
Advertisements to sell products or services are located throughout the newspaper. Clip examples of ads that you find particularly effective and use the features to create your own advertisement to sell a product or service relating to a fairy tale or folk tale that you are assigned. Explain your format choices, design an advertisement and attach clippings.

Fairy or Folk tale my advertisement is based on

Product or Service

Advertisement Design Elements that I used and why:
CLASSIFIED ADVERTISEMENTS:
The classified advertisement section of the newspaper is a good place to go if you are interested in purchasing a home, a car, and other types of merchandise. What kind of information is given to help readers determine if the item is of interest to him or her? Review the classified section of the newspaper and list the type of information that is often included. Design a classified advertisement to sell an item that is featured in an assigned fairy or folk tale. Attach clippings of classified advertisements that you used as a model to complete the task.

Fairy or Folk tale my advertisement is based on
__________________________________________

Item I am trying to sell: _______________________________________________________

Information about my item that is important. Ex. cost, location, size, design, special features:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

MY CLASSIFIED ADVERTISEMENT:
EDITORIALS:
Editorials are opinion pieces that present the view of the people who run or own the newspaper. The work usually represents the consensus of several people commonly known as “the editorial board”. Several purposes of editorials are: to interpret importance of a news event, to influence action such as: voting or proposing a solution, to praise or commend a person or group, or to entertain by adding humor to a situation. Good editorial writing involves many components:
1. Concise wording is essential and the opening sentence gets the reader’s attention.
2. It is not condescending to the reader and allows the reader to see the relevance to his/her own lives.
3. The writing style is very reader friendly and reads as a person would speak.
4. The main view is clear and articulate. The reasons for the main view (argument) are stated logically.
5. The supporting details may include statistics, examples or anecdotes. The details are based on research and are accurate.
6. The message takes the targeted audience and purpose into consideration.

Select several editorials from the newspaper and discuss the audience, the purpose, the opinion, the supporting argument and the supporting details. Using these editorials as models, write an editorial piece from the perspective of one of the characters of one of the fairy tales you have read. Use the following questions to help you shape your editorial piece.

1. What fairy tale is your editorial based on? ________________________________________
2. From which character’s perspective are you writing from? ___________________________
3. What is the purpose of your editorial (to interpret, to influence action, to praise, to entertain, to eulogize)? _______________________________________________________________
4. What is the character’s main view (stand, position, argument)? _______________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
5. What is the reason that drives the main view or the opinion of the character? ___________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
6. Where will you find supporting details to support the reasons? _______________________
   ___________________________________________________________________________
NAME: __________________________________________________________

EDITORIAL CARTOONS:
Editorial cartoons are artistic representations that express opinions similar to the views expressed in editorials. They often use caricature to symbolize opinions about a news personality, a current event, or an issue, and are usually humorous.

As you examine editorial cartoons from your newspaper, determine what opinion is being expressed, who is involved in the cartoon, whom do the people represent, what symbols are used and what do each represent. Examine the treatment and/or action of people in the cartoon and determine how it relates to real life.

Select a character from one of the fairy tales and create an editorial cartoon to relate an opinion he/she may have regarding his/her own circumstances according to the plot of the story. To help you get started, answer the following questions:

1. What fairy tale and which character are you using to design the cartoon? ______________________
   ___________________________________________________________________________________

2. What situation is the character involved in that will be the foundation of the cartoon? ___________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

3. What symbols will you use and what will each represent? _________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

   Draw your cartoon below
PHOTOGRAPHS DEPICT ACTION:
Select a photograph from the newspaper that somehow relates to either an action taken by one of the characters, the action of the plot, the setting or the theme. Explain your choice and write a caption and headline for the photograph.

Write a headline for the photograph here:

Write the caption for the photograph here:

What does the photograph reveal?

What fairy tale does it relate to and why?

(Attach the photograph to the back)
**VOCABULARY DEFINITIONS:**
As you read the fairy tales and the newspaper articles keep a running log of words that you are not familiar with. Use a dictionary to record the part of speech and definition of the word.

<table>
<thead>
<tr>
<th>Fairy Tale:</th>
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<tbody>
<tr>
<td><strong>Word</strong></td>
<td><strong>Part of Speech</strong></td>
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**LOST AND FOUND:**
This section lists items that have been lost or found. Sometimes a reward is offered. Many times pet owners will place an ad here in hopes of finding their lost pets. Others may place ads here if they find something and want it returned to its rightful owner.

Review the fairy tales that you have read and brainstorm a listing of potential items characters may lose or find. For example:
- the miller’s daughter in “Rumpelstiltskin” might lose a spool of gold straw;
- the master cat in “Puss in Boots” might lose a boot small enough for a cat

Other things may be found such as a wooden hat loaded with precious gems. This would belong to the young girl in “Girl in the wooden Helmet”.

Create ads for items that are lost and found based on the list you create. Use this space to list your ideas.

<table>
<thead>
<tr>
<th>Item</th>
<th>Story</th>
<th>Character</th>
<th>Lost/Found</th>
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THEME DIAMONTES:
A Diamonte is a poem that uses a specific formula for its design. A theme often takes the form of a noun at the top of a diamonte poem. Some common themes of fairy tales are: fear, hate, revenge, love, cooperation, loss, etc.

Diamonte Formula

Line 1: One Noun
Line 2: Two adjectives describing the noun
Line 3: Three words expressing action relating to the noun
Line 4: Four nouns or a phrase showing a contrast between the noun and its opposite
Line 5: Three action words relating to the opposite
Line 6: Two adjectives describing the opposite
Line 7: Opposite noun

Diamonte Example:
Night
Dark, Silent
Comforting, Silencing, Dreaming
Silence quickly goes away
Awakening, Rustling, Glistening
Light, Lively
Day

Select a theme from one of the fairy tales and find a newspaper story that also demonstrates the theme. Using this theme as a foundation, create two diamontes; one based on the story and the other based on the newspaper story.

Fairy Tale: ________________________________ Theme: ____________________________

<table>
<thead>
<tr>
<th>Story Diamonte</th>
<th>Newspaper Diamonte</th>
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<td>Line 7:</td>
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</table>
Blockhead Hans

Part I

Background Information
This tale, written by Hans Christian Anderson, was translated by Lang and is included in “The Yellow Fairy Book.”

Facts
1. How many sons did the squire have? (Three)
2. The squire’s son who knew the whole Latin dictionary had also memorized something else, what was it? (Three years’ issue of the town’s daily paper)
3. What is the name of the son that knows neither the dictionary nor corporate law? (Blockhead Hans)
4. By what mode of transportation did each of the sons arrive at the princess’ court? (Two of the brothers rode horses and Blockhead Hans rode in on a goat.)
5. What three items did Blockhead Hans retrieve while on his journey? (A dead crow, a wooden shoe, and a pocketful of mud)

Comprehension:
1. Why is it stated at the beginning of the tale the squire has only two sons? (Blockhead Hans is left out because he was thought of as being as smart or clever like his brothers.)
2. Why do Blockhead Hans’ brothers think of themselves as clever? (They had both been to college and each of them were well versed in language and intellect.)
3. Does Blockhead Hans feel inferior to his brothers? (That does not appear to be the case. His lack of any sense of inferiority is exemplified by his confidence that he has the potential to marry the Princess.)
4. Why do Blockhead Hans’ brothers laugh at him? (They laugh at Blockhead Hans belief that he could possibly impress the Princess with his intellect or with the items he collects on the journey through the countryside.)
5. According to the squire and his sons, what is the most desirable trait to possess? Do they believe Blockhead Hans has these qualities? (The squire and his two learned sons suggest that being well versed in intellectual matters and being able to speak eloquently the most important qualities to have. They laugh at their brother and do not believe that he is as intelligent as they are.)
6. What does Blockhead Hans say that reveals his own self-confidence? (He says that if the Princess, “won’t have me, I will have her.”)
**Points to Ponder**

Each of the brothers possess certain knowledge. Intelligence is evidenced in numerous ways. Can you think of different forms of intelligence? What kinds of things are you knowledgeable about? What are some of your best attributes? What attributes do your classmates possess?

This character building question leads to positive affirmation of one’s own abilities and demonstrates to students that each person possesses intelligence. According to Gardner's theory of multiple intelligences, seven manifestations of intelligence are: linguistic, logical-mathematical, musical, kinesthetic, spacial, inter-intelligence, and intra-intelligence. Although it is not necessary for students to know Gardner’s theory, it is important for them to acknowledge that all individuals possess some form of intelligence. Asking students to assess their own intelligence aids in building a healthy self-esteem; whereas asking them to comment on others aids in forming a cohesive classroom environment in which each member is valuable and viewed favorably. Sample activities:

*Create a bulletin with the outline of a person. Designate a class member to each student anonymously. Have students cut out adjectives from newspapers to describe the positive attributes of the designated person.*

* Have each student create their own “intelligence” journal where they cut and paste adjectives and photographs from the newspaper demonstrating their own individual talents.

*Have students develop an in-class notebook designating a name to each page. Each day ask students to write something positive about a classmate in the notebook unsigned. Students are to select a different member each day. Notebook will be finished when all members of the class have written something about each classmate.*

*Have students design a classroom portfolio using photographs displaying each student illustrating one of the seven of Gardner’s multiple intelligence. (Especially nice if created on the computer using a program such as Microsoft Power Point in a slide show format.)*

**www.aenc.org/ABOUT/MI-Pie.html** This is a good site for teachers seeking more information regarding Gardner’s theory of multiple intelligences. It explains each of the seven principles and reveals how students demonstrate these intelligences. The homepage offers a link to “Education News” ; all of which is current and updated regularly.

**Why did he say that?** Although Andersen based many of his stories on Scandinavian folk tales, he invented others entirely. In this story, he gives us more social satire than actual fairy tale, and it may be fun and useful to ask why he chose to tell this story in the way he did. For instance, Andersen attended the University of Copenhagen, so he did not look down on scholarship. But he was born very poor, and he many have had some thoughts about society snobs, and about book-smart people with little practical “street-smarts.” There are clues in the humor here to suggest that!

**Newspaper Tie-In**

The squire’s elder sons were very impressed with their own intelligence and education. There are several industries that find the education possessed by these characters desirable. Others require different skills entirely. Look through the help wanted section of the newspaper and find employment opportunities that are suitable for each of the brothers including Blockhead Hans. Explain why the job is suitable and create a resume for each of the characters to submit when applying for the advertised position. Research the position to determine average pay scale, level and type of education needed to fulfill requirements, and how ( if at all) the level of education affects the pay scale.
Blockhead Hans

Part II

Background Information

Blockhead Hans is following his two very smart brothers to the palace, where the Princess has promised to marry the one who has the most interesting things to say.

Facts

1. What was the ceiling of the palace made of? (glass mirrors)
2. What did the Princess say her father was roasting? (young chickens)
3. How much did the daily paper cost? (a penny)
4. Who was standing outside of the windows watching and recording the actions of the suitors? (Three reporters and an editor)
5. What did Blockhead Hans throw at the editor? (mud)
6. Who became King? (Blockhead Hans)

Comprehension:

1. Was the brother who knew the dictionary so well actually standing on his head? (No, it appeared that way to him because of the mirrored ceiling.)
2. Metaphorically speaking, how else could the “roasting of young chickens” be interpreted? (Young chickens may have referred to the suitors who were obviously extremely nervous about their task of impressing the Princess; therefore, they were hot because of their anxiety and the Princess was taunting them in hopes they would respond wittily.)
3. Was the Princess actually happy to receive the dead crow and wooden shoe from Blockhead Hans? (She was impressed with Blockhead Hans’ ability to be himself and respond to her questions using his wit. She had maintained from the start that she was interested in someone who could impress her with words, and Blockhead Hans was the only one who could do so.)
4. What insinuation is made by the action of Blockhead Hans throwing mud in the editors face? (The insinuation may be that the editor often says or reports things in the paper that are slanderous, inaccurate or is gossip. Blockhead Hans throws it back at him. Perhaps this is related to the term, “mud-slinging”.)
5. What message is conveyed by the last paragraph, particularly the statement that the editor and the reporters, “are not to be believed for a moment?” (It appears that the message or lesson of this tale is best noted in the cliche which states, “Do not believe everything that you read.”)
**Points to Ponder**

This tale makes use of and reference to features of the newspaper industry. How much do you know about newspaper? What is the role of reporters? Editors?

Elicit prior knowledge from students and outline important facts about the newspaper industry. Discuss the role of reporters and editors. (See activity sheets for further extensions to teach about newspapers and book recommendations.) To tie in the components of this tale, students can discuss the role of media in general.

In this tale, the Princess is impressed with Blockhead Hans’s sharp wit and self-confidence. She is not impressed with the clever brothers’ inability to speak and respond to her questions and comments. In fact, it is noted that the reporter even recorded the utterance, “um” which did not attest well to the suitor’s intelligence. Are you comfortable speaking in front of an audience? Do you get nervous and hot as the two young men did? What are some techniques that public speakers often use to help them overcome fear and anxiety?

**Tips and suggestions for public presentations:**

- Practice, practice, practice
- Modulated voice
- Body language, eye contact & posture
- Video tape for reflection and evaluation
- Use of visual aids & graphics (pictures, graphs, hand-outs, etc.)
- Audience participation & respect
- Appropriate time frame
- Knowledge of subject matter or opinion
- Refraining from “um”, “well”, “like” & “and”

**Hey! Why did he say that?** In this chapter, Blockhead Hans takes on newspaper editors and reporters! (And in a very funny manner!) Again, look to the author and imagine why he might get enjoyment out of mocking the newspapers. For instance, in addition to his famous children’s stories, Andersen wrote plays and novels for an adult audience. What do you suppose could happen to make a playwright or novelist begin to dislike newspaper editors and reporters? (And how do you suppose readers reacted in 1855 to the jokes Andersen made? Well, did **YOU** laugh?)

**www.teach-nology.com;teachers/lesson_plans/language_arts/speaking/** This site offers links to sites on public speaking for kids. Many of the sites have lesson plans and activities at a variety of age/grade levels.

**Newspaper Tie-In**

This satire provides a social commentary on the media, particularly of the newspaper industry. Read newspaper commentaries and define the views expressed by the columnist. Write an opinion piece about an issue related to your community or on the role of media. Additionally, have students create a political cartoon.

Have students pretend to be one of the reporters in this tale. Using the inverted pyramid style, write a narrative account of the events as he/she saw them.
The Boy and the Wolves

Background Information
This is a tale of a young boy abandoned by his family, literally being “left to the wolves.” A broken promise results in lifelong remorse and grave sadness. The tale touches upon emotional, cultural, and historical issues offering children of all ages a stimulating read. Tale is included in “The Yellow Fairy Book.”

Facts

1. Why did the Indian hunter decide to live far from his tribe?  
   (He claimed he was, “weary of the broken promises and cruel deeds of those who had been his friends.”)

2. What promise did the hunter ask his children to make upon his death?  
   (He asked his children to love each other, and never to forsake their younger brother.)

3. What did the eldest son long to see?  
   (He longed to see the village where his father grew up.)

4. Why did the young boy’s sister leave him?  
   (She left to find her eldest brother.)

5. Who took care of the young boy when he was abandoned by his siblings?  
   (Wolves)

6. Who did the young child encounter fishing on the shore of the lake?  
   (He saw his big brother.)

7. What did the young boy become at the end of the tale?  
   (He became a wolf.)

Comprehension:

1. Why does the father feel it necessary to ask his children to make a promise?  
   (He is aware that he and his wife will die and he will not be there to protect them from unkindness, ingratitude, and wickedness.)

2. Why does the girl’s heart grow cold and hard?  
   (She grew resentful while waiting for the return of her older brother and saw her younger brother as a burden.)

3. What role does nature, i.e. the weather, play in this story?  
   (The weather serves to restrict the actions of the characters, indicates a passage of time, and develops the dependence of the young boy on the wolves for survival.)

4. How is the outcome of the story related to the broken promise?  
   (The brother and sister broke their promise to their father and forsook their younger brother. If they had kept their promise he would probably not have developed a kinship with the wolves and would not have become one.)
Points to Ponder
Wolves are often viewed negatively and are perceived as uncontrollable predators. This perspective has been perpetuated through many fairy tales and fables. Can you recall stories that have portrayed a wolf as sneaky, evil, and cruel? In your opinion, how did this portrayal begin?

Wolves have often been portrayed as evil characters in literature as exemplified in fairy tales and fables such as: “Little Red Riding Hood” and “The Three Little Pigs”. Some scholars believe that the myths surrounding the evil nature of wolves were created long ago due to fear of nature. In fables, the wolf was often depicted as a greedy, conniving, clever character. Often a character in literature is a mere representation of a human trait. Furthermore, tales and fables are short and rely on symbolism to quickly develop the message of the story. Therefore, using a wolf as a character helps develop the storyline of either a connection with nature or the inclusion of greed and/or evil.

What does the wolf symbolize in this tale? Why do you suppose the wolves are not portrayed as evil predators in this tale?

Answers and responses may be varied. However, one might conclude that the wolves embody the spirit of nature and family. The wolves took care of the boy and he became a part of their pack. Wolves represent survival and strength. The portrayal of wolves in this tale is favorable because it involves Indians. In contrast to other cultures, most Native Americans revered and respected the wolf. Indians sought to live in harmony with the wild and believed that people can live in peace with nature.

The message of this story involved a broken promise. Did you ever break a promise? How do you feel when someone breaks a promise to you? The boy in this story was abandoned by his family, do you feel sorry for him? Have you ever felt alone?

These subjective questions are intended to tap into the realm of the affective domain allowing students to critically examine their own feelings.

www.pbs.org/wgbh/nova/wolves This site offers information about wolves and provides a teacher’s guide with lesson ideas. The activity sheets are printable and can be used independent of the PBS show. In relation to “The Boy and the Wolves”, this site explains various theories regarding wolf howling and discusses the territorial aspect of wolves.

Newspaper Tie-In
This story touches on the importance of cultural and historical characteristics of Indians and their views regarding nature. Look for news stories that reveal cultural and/or historical characteristics of other specific ethnic and cultural groups. Use library resources and the Internet to conduct research and present a oral report on your findings.
The Enchanted Knife

Background Information

This is a Serbian folk tale that is included in Lang’s “The Violet Fairy Book”.

Facts

1. What were the conditions that the young man needed to fulfill in order to marry the emperor’s only child? (He had to tame and bring the emperor three horses carrying as much gold as they could within eight days.)

2. Who overheard the conversation between the young man and the emperor? (The emperor’s daughter, the princess)

3. What did the Princess take from her father’s chest and hide in her room? (an enchanted knife)

4. Where did the Princess tell the young man he would find gold? (She told him to cut away the roots of a cypress tree, “whose roots are of brass, whose bought are of silver, and whose leaves are of gold.” Beneath it there are countless bags of gold.)

5. What did the young man require as dowry for the princess? (He requested the enchanted knife as dowry for the princess.)

Comprehension:

1. Why did the young man want to marry the emperor’s daughter? (He wanted to marry her because of her status as royalty.)

2. Did the emperor expect the young man to fulfill the conditions and marry the princess? (No, the emperor only made the stipulations as a way to appear polite. He states at the end of the tale that he could not guess how it was that the young man had been too clever for him which indicates that the emperor had initially felt the conditions were unattainable and he was clever for having made them up.)

3. Why did the princess help the young man by stealing the enchanted knife from her father’s chambers? (The princess wanted to marry the young man and she knew how to help him fulfill the conditions demanded by her father.)

4. In your opinion, why does the emperor set conditions that appear unattainable and challenging? (The emperor remarks that “he was not much pleased at the thought of such a match for his only child” when making reference to the young man’s desire to marry the princess. Perhaps the young man is not a favorable match because he is not of royalty or perhaps the emperor is wary of the young man’s reasoning for desiring his daughter.)
**Points to Ponder**  
(Prompts to review components of literary genres)

This story is a folk tale rather than a fairy tale. What distinguishes one from the other? Using the other tales you have read as examples, what are the differences?

Create a chart displaying the similarities and the differences of the actions, plots, settings, characters and outcomes of the tales you have read.

The following questions are subjective and require student to formulate their own opinions:

This tale obviously reflects a patriarchal society yet it is the princess who asserts herself and is ultimately the most clever character within the tale. How do you feel about the princess’ actions? Do you feel that she deceived her father? Do you believe her actions are justifiable? Why or why not?

In your opinion, what is the lesson or moral of the story?

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**www.goldinstitute.org**  This site offers information about gold including its value, production, uses, jobs related to, and impact of mining on the environment. The “facts” category explains the history and the story of gold. An interesting site for teachers complete with graphs and charts.

**Newspaper Tie-In**

Gold and silver are mentioned within this story. Research these precious metals and determine the value of each in terms of their respective cash value according to current prices. Track the prices of gold and silver in the newspaper. Calculate the difference in the worth of the metals and represent the differences in percentages, fractions, and visual representations (pie chart, bar graph).

Track the value of gold over a course of time using the newspaper. Chart fluctuation of value.
# The Girl in the Wooden Helmet

## Background Information

This Japanese folk tale is included in Lang’s “Violet Fairy Book”. It speaks to readers of all ages about beauty and pride.

## Facts:

1. In what country does this tale take place? *(Japan)*

2. What did the old woman request of her daughter as she was dying? *(She asked her daughter to wear an old wooden helmet on her head.)*

3. What nickname was given to the girl who wore the wooden helmet? *(She was given the nickname Hatschihime.)*

4. Who appeared in Hatschihime’s dream bidding her to marry the young man? *(Her mother)*

5. What fell from Hatschihime’s helmet when it burst? *(Precious stones fell out of the helmet.)*

## Comprehension:

1. Why did the old man die? *(He was unhappy because of the turn of events of his life and spent his days longing for what he once had.)*

2. Why did the old woman want her daughter to wear a helmet? *(The old woman knew she was dying which would leave the young girl alone in the world to fend for herself. The girl’s beauty was viewed as a danger and her mother wanted to protect her daughter by hiding her beauty so she would not be taken advantage of.)*

3. Why did Hatschihime continue to wear the helmet even after her mother passed away? *(Hatschihime wore the helmet because she promised her mother she would do so.)*

4. Although the girl wore the helmet faithfully word of her beauty spread, why does this occur? *(Perhaps the beauty they spoke of was not physical beauty but rather beauty exuded by her style, grace, work ethic, and quiet demeanor.)*

5. Why did the young man want to marry Hatschihime even though he could not see what she looked like without her helmet? *(The young man may have been impressed by Hatschihime’s self-respect and determination to persevere, i.e. wear her helmet, even when faced with ridicule.)*

6. Why did the young man’s family make up wicked stories about Hatschihime? *(They didn’t want the young man to marry Hatschihime and thought he could be persuaded not to.)*
Points to Ponder
There are several lessons or morals demonstrated by this folktale that reflect Japanese culture and philosophies. Can you name some of them?

1. **Beauty is only skin deep.** One's appearance is not a representation of one's worth. In this tale, Hatschihime hides her beauty yet the young man falls in love with her anyway.

2. **Having a strong work ethic is an asset, a virtue.**

3. **Idle time allows one to think too much of him or herself.**

4. **Do not listen to gossip or stories about another without considering the underlying motivation of the speaker.**

5. **It is better to be known for goodness and internal beauty rather than for external, physical beauty.**

6. **Hatschihime’s wages were low and food was not plentiful; however, she could manage to live and that was enough for her unlike her father. He died miserably pining away for what he once had rather than appreciating his wife and beautiful daughter. Thus, one should focus on what they have and be grateful for that.**

7. **One does not need to be boastful of their good deeds: Take pride in what you do, not what people think of what you do.**

What internal rules do you live by? What is your moral code? Select one of the statements listed above and tell how it applies to other tales you have read? Can you recall other characters that held any of these philosophies or similar views?

Vocabulary

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<th>prosperous</th>
<th>impudent</th>
<th>bitterly</th>
<th>wretched</th>
<th>gradually</th>
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http://jin.jcic.or.jp/kidsweb/index.html This is a great site! It is kid-friendly and loaded with information. It includes maps, folktales, insight on the culture, virtual tours of a typical school day, and so much more.

Newspaper Tie - In

Haiku is a form of poetry originated by the Japanese. Read newspaper articles that interest you and create a haiku to tell the story.

*Origami is a popular craft project in Japan. Use a square of newspaper to create an origami hat. See [www.cs.ruu.nl/people/hansb/d.origami/traditional/hat.html](http://www.cs.ruu.nl/people/hansb/d.origami/traditional/hat.html)
The Green Monkey

Part I

Background Information
This story is from the Yellow Fairy Book (1894). Lang doesn’t give the origin of the tale, and we weren’t able to track it down. Alphege is the name of a 10th century English bishop and saint, but there were no monkeys in England in those days! (Andrew Lang may have chosen that name in editing a translated tale.

Facts

1. Who did the King choose as godmother of his young son? (A neighboring Princess known as ‘the Good Queen’.)

2. The King’s second wife wanted to get rid of Prince Alphege. Who did she seek to help her devise a plan to get rid of her stepson? (The ‘Fairy of the Mountain’)

3. What object did the ‘Good Queen’ send Prince Alphege to protect himself? (A ruby)

4. Under what terms would the ruby retain its power to protect the Prince? (The ruby was to be worn day and night and the Prince was to stay within his father’s dominions.)

5. When Prince Alphege disappeared, who took over the throne and became King? (The Wicked Queen’s son)

6. What creature did the young King encounter while stopping to rest near a brook? (He spied a little green monkey sitting on a tree.)

Comprehension:

1. Why did the Wicked Queen want to get rid of Prince Alphege? (She wanted her own son to be the heir to the throne and knew that Prince Alphege was first in line.)

2. Did the ‘Fairy of the Mountain’ help the Wicked Queen? (Yes, the ‘Fairy of the Mountain’ did help the Queen but not until he left the dominions of his father’s land.)

3. How did the Wicked Queen’s son become King? (Prince Alphege disappeared entitling his stepbrother to the throne upon the death of the King. The King fell ill and died after the disappearance of his son.)

4. Upon the bestowal of the throne to the Wicked Queen’s son it is stated that a revolution was avoided. Why might the people of the kingdom have revolted and how it was avoided? (The villagers believed the Queen responsible for Prince Alphege’s disappearance and they were unhappy that she held the power rather than the newly appointed King, her son. A revolution did not occur because her son was beloved.)

5. Why did the Wicked Queen ultimately want her son to become King? (She wanted the power to rule the kingdom.)
Points To Ponder:

Revolutions have occurred throughout history. Name some of the most famous revolutions and discuss the underlying motivations. Using this information discuss the relevance of real life events in regard to fairy tales, particularly in “The Green Monkey.”

Students may discuss the American Revolution and the discontent of the people. Often students believe that Kings and Queens have ultimate power; however, by examining the political structure of a monarchy one can infer that many Kings and Queens are figure heads that do not hold absolute power. This discussion allows students to explore their political knowledge and comprehension of the significance of the setting of the story.

In most of the tales, an animal is endowed with human abilities. Create a Venn diagram to demonstrate the shared and unshared characteristics of animals and humans, and do separate ones to show how those characteristics are aligned differently for the various animals in these stories.

This prompt serves to unify the motif presented by the tales and helps students to reflect on common characteristics of tales in general. Using a Venn diagram is a cognitive aid which helps link information and data used for comprehension and comparison.

Vocabulary

disposition  devoured  devise  obliged  remote  talisman  forbade
entreated  hesitation  prevailing  retinue  vain  revolution  correspondence

www.earlyamerica.com This site offers an archive of information related to the American Revolution. Here you can find newspaper articles, maps, journal writings, documents from the 18th century. It’s a great site for teachers and kids. It even includes a section titled, “Famous Obits” which includes the obituaries for John Adams and Thomas Jefferson.

Newspaper Tie - In

Prince Alphege is missing. Create a news story about his disappearance and an ad to appear in the newspaper. Have students examine the scene of the crime, identify suspects, discuss their motives, and compile eye-witness accounts. Compare the news stories to similar stories in the newspaper.
The Green Monkey

Part II

Background Information
Prince Alphege, the rightful king, has disappeared. The new king is on a hunting trip, and has discovered a friendly green monkey.

Facts

1. Where did the green monkey go when he escaped from the palace? (He went to the home of Prince Alphege’s governess where she and her daughter Zayda resided.)

2. Who did the governess see in her dream? (She dreamt that she saw the Good Queen.)

3. What did the Good Queen instruct the governess to do? (She instructed the governess to go to the garden and find a crystal vase full of green liquid under a marble slab beneath a myrtle tree. Furthermore, she said to fill a bath with roses and rub the green liquid on “the thing which is at present most in your thoughts.”)

4. What happened when the governess followed the instructions she received while dreaming? (The green monkey’s skin dropped off revealing Prince Alphege.)

5. What did Prince Alphege show to his brother to confirm his identity? (The ruby)

6. What happened when the ruby cracked? (The Wicked Queen died)

7. Who became King? (Prince Alphege became King but chose to share the throne with his brother.)

Comprehension:

1. Why did the green monkey go to the home of the governess when he escaped the palace? (As a prince the governess and her family took care of him and loved him.)

2. Did the words of the black monkey come true? (Yes, he stated that the Prince would not reappear until the people had failed to recognize him.)

3. Why did the Wicked Queen tell her son that there was an imposter that hoped to dethrone him? (The Queen wanted her son to believe that Prince Alphege was an imposter with evil intentions; therefore, the imposter and the conspirators would be punished and the truth would remain hidden.)

4. Why did the King relinquish his title and position to Prince Alphege? (He knew that the Prince was not an imposter and the Prince was the true heir to the throne.)

5. How might one surmise that the Wicked Queen’s son mistrusted his mother? (It is indicated that he set out to find the truth and left the palace without telling the Queen.)
Points to Ponder:

The green monkey ultimately becomes a tame pet. There are many conflicting views regarding animals in captivity. Besides taming an animal for the purpose of obtaining a pet what might be other reasons to capture wild animals? Do you agree with taming wild animals? Capturing animals? Why or why not? Write a persuasive argument to explain your position.

This presents an opportunity for students to express opinions, write a persuasive argument, and define their knowledge of various reasons why some animals are captured. This prompt could lead into discussion about the use of animals for scientific research, for entertainment purposes, etc. Essentially, this could be an appealing topic for editorial writing. For example, students could write two editorials; one for animal research and the other against it.

Prince Alphege drinks from a creek and is then transformed into the green monkey. Imagine that the monkey’s transformation was due to pollution rather than as part of a plot. What is the impact of pollution on the environment i.e. the land, the animals, etc?

Discuss modern day incidences of pollution and the effect on the environment. Examples can be found in the newspaper and students may have examples that exist in their own community. Discussion may include efforts currently in progress such as dredging, highway clean-ups, proposed laws.

Newspaper Tie-In

The green monkey found himself suffering while in the desert. Look in the weather section of the paper and determine the difference of temperatures. Create a hypothetical map of the monkey’s journey tracking the temperature and the climate.

Pretend that water pollution is the cause of the transformation. Find news stories about pollution and current solutions. Find specific examples and have students practice writing business letters to their congressional leader and/or mock letters to the editor in response to the news article.

Vocabulary

piteous consented
transformed conspirators
inquiries astonishment

www.monkeymaddness.com. You can go here to get information on many different species of monkeys. Click on species specific to choose a specific species to learn more about. Site gives details such as physical description, group structure, and captive care. Students may be interested in imagining which species the Green Monkey is.
Little Wildrose

(Part I)

Background Information

The story of “Little Wildrose” is included in Lang’s “The Crimson Fairy Book”. For the purpose of this serial, the work is divided into three sections. Each section of this piece ends at a point of growth and/or change for little Wildrose. The story originally comes from Romania.

Facts

1. What did the old man hope to find on his journey? (A child)
2. Who did the old man discover after entering the dark cave? (The hermit)
3. What type of fruit did the hermit give to the old man? (An apple)
4. How much of the apple did the old man eat? (The whole thing)
5. What did the old man bring home to his wife? (A baby girl)
6. Who or what took the baby away from the old man and old woman? (Eagle)

Comprehension:

1. Why did the old man want to find a child? (He feared his house would fall into the hands of a stranger when he died if he did not have some one to inherit it. He and his wife had always longed for a child.)
2. Although the hermit told the old man to only eat half the apple, why did he eat the whole thing? (He was very thirsty and thought the apple would quench his thirst).
3. What was the eagle’s purpose for taking the baby? (He intended to feed the baby to his children.)
4. Although the baby’s name is not given in this section, what clues are given about her name? (The old man found the baby amidst roses and it is stated that her skin is as pink and white as roses.)
**Points to Ponder**

In this tale, the old man remembers the proverb that says: “It is the unexpected that happens,” which helps him make the decision to enter the cave. In this case did the unexpected happen? Do you ever rely on proverbs or cliches to make decisions in your own life?

The unexpected did happen on many levels. Initially, the old man unexpectedly encountered a stranger, the hermit. Although this encounter is unexpected, it is welcomed by the hermit and the old man. The expected occurs in that the old man does get the child he sought; however, the child was then unexpectedly taken from him. Yet, some may say that the child’s abduction was not necessarily unexpected because the old man did not follow the instructions given by the hermit. The proverbial statement serves as a unifying element throughout each section of this tale. This discussion may lead to teaching about other story elements such as: the use of foreshadowing, central themes, plot and suspense.

Additionally, students may have several examples of common proverbs and/or cliches to contribute. This discussion will help students take a critical view of the things that may influence decisions and ways of thinking.

What are some of the features of “Little Wildrose” that might make it a fairy tale rather than a folk tale?

There are many aspects that students may discuss such as: use of magical forces and/or mythical beings i.e. the hermit; contrast of light and darkness, and the forest setting. But the line between folk tales and fairy tales doesn’t depend entirely on magic. A good chance to talk about both forms, and a good discussion to return to. Some tales in this collection are clearly folk, some are clearly fairy. This one is kind of in the middle!

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**Proverb** *(prov’urb’)* n. 1. A short, pithy saying in frequent and widespread use, expressing a well-known truth or fact. 2. A person or thing recognized as a typical example; one that is proverbial.

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**Vocabulary**

- proverb
- parched
- cloak
- appalled
- desperate
- dismal
- eagerness

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**Newspaper Tie-In**

Have students conduct a mock press conference with the old woman and old man discussing the abduction of Wildrose. Write a news story based on the information gathered by the student reporters.
Little Wildrose

(Part II)

Background Information
Part One begins with the desire of an old woman and old man to have a child. The old man goes on a journey and ultimately is granted a child, a baby girl. However, Part One ends as the baby girl is taken by an eagle.

Facts

1. How many heads did the lindworm have? (Seven)
2. As the tale progresses, how old is little Wildrose said to be? (Fourteen)
3. How many of the eaglets did the lindworm eat before he was killed in battle? (Two)
4. What or who did the eagle believe responsible for the lindworm’s demise? (He believed little Wildrose and her magic were somehow involved.)
5. What stopped the prince from shooting an arrow at the nest? (A ray of light)

Comprehension:

1. What stopped the lindworm from eating more of the eaglets? (Something or someone attacked the lindworm and ultimately killed him before he had a chance to eat any more of the eaglets.)
2. What clues are given regarding the slayer of the lindworm? Based on the clues who or what may have killed the lindworm? (When the eagle returns, he finds a “handful of yellow mane lying about” and it is also stated that the noises heard during the battle included “roars”. One might speculate that a lion was responsible for the lindworm’s death.)
3. If the eagle was aware that the lindworm was a potential threat to the eaglets why did the eagle leave his young unattended? (The eagle would leave his nest in order to gather food for the eaglets.)
4. Although the eagle initially brought little Wildrose to the nest to be fed to the eaglets, he began to treat her like a princess. Why? (He believed that little Wildrose may have brought him luck or that she possessed magical powers and that is what saved his eaglets from the lindworm. He also realized that the eaglets were not interested in harming or eating the child and regarded her highly.)
**Points To Ponder**

Based on the events of little Wildrose’s life up to this point, what do you predict will occur in the next part of the story?

Little Wildrose has been abducted several times at this point (she was abducted as an infant and given to the old man and woman; she was abducted by the eagle). Some students may not state that she was abducted and given to the old man and old woman because it is not clearly stated; however, it is implied by the inclusion of the detail that the baby is, “about two years old.”

This is an opportunity to discuss the relevance of seemingly insignificant details. To tie-in newspaper style writing, one can discuss the implications of factual details versus implied details within a news story or editorial. What can you state as a fact? How can a responsible writer tell readers about something that may be unproven?

In your opinion, is little Wildrose being treated fairly? How much choice and free will is expressed by her character? What do you know of her thoughts?

Responses to this will obviously vary according to individual opinions yet the nature of this question allows for discussion regarding treatment of women, the notion of free will and character development within a story.

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**NEWSPAPER TIE-IN**

Have students find news stories about societies and cultures other than their own. Have them gather additional information about those societies or cultures using a variety of technological and information resources (e.g., encyclopedias, internet sources, videos, books).

Ask students to discuss the similarities and differences between those societies and cultures and their own. Discuss the treatment and role of members of the society in terms of freedom, discrimination, and limitations.

Ask students to prepare an oral presentation using graphic representations (e.g., newspaper photographs, posters, maps).

**www.eagles.org** This site offers information about eagles and the efforts to protect them. It includes facts about the species and campaign information for educators.
Little Wildrose

(Part III)

Background Information

In part two, Wildrose is being raised by eagles high in their nest. The Emperor’s son has come hunting and was near the nest when a shaft of light came out of the sky and made him drop his bow and arrow and cover his face.

Facts

1. What did the emperor promise to anyone who could find little Wildrose? (He promised “great riches and a place at court.”)

2. Who came forth to reveal the treetop where Wildrose resided? (An old woman)

3. What two items did the old woman demand of the emperor? (A kettle and a tripod)

4. Why wouldn’t the tripod stand where the old woman had placed it? (The old woman had placed the tripod on a hill.)

5. Who caught little Wildrose and carried her to the edge of the forest? (The old woman)

Comprehension:

1. Why did the emperor promise riches and a place in court in return for little Wildrose? (His son, the prince, was very sad for he longed for Wildrose and was unable to find her on his journeys to the forest.)

2. Why did the girls in the kingdom laugh at the emperor’s wish to find Wildrose? (They laughed because Wildrose was brought up in a tree rather than on the ground as they had been. They speculated that she would not make a good empress.)

3. Did the old woman unintentionally and mistakenly place the tripod on the hill and hang the kettle on a small twig? (No, she did these things to lure Wildrose from her nest on the tree top.)

4. Why did the old woman trick Wildrose? (She tricked her to come down from the tree top in order to capture her and carry her off to the prince.)

5. Did the prince get what he wanted? Did Wildrose? (The prince did get what he wanted, Wildrose became his wife. It is difficult to know if marrying the prince is what Wildrose wanted. It is not stated if she was happy or not.)
**Points To Ponder**

Although we as readers know that the tale of Wildrose is make-believe, pretend for a moment that we are unaware of this and ponder the notion of being raised in a family of animals. How would one learn to speak, to eat properly, to dress as we do, to respond as we are accustomed to in our society and to learn academically. Apply this thought to how it would feel to be raised in another culture and/or society. For example, how differently would life be if you were raised in another state (southern, northern, eastern, western)? Another country?

*This point is meant to help students think about their own culture and the cultural, societal differences that exist nationally and globally. Furthermore, this point can parlay into a discussion of how one learns to adapt to his/her own society and its norms.*

**Culminating Thoughts:**

Does this fairy tale result in a happy ending?

*Some students may feel that the treatment of Wildrose throughout the tale was often unfair and her choices were somewhat limited. She may be viewed as a victim by some although others may claim that she ended up being the envy of the kingdom; therefore, a discussion may include a critical analysis of choice, particularly involving women’s rights. A social, historical connection may involve discussion of such major topics as women’s suffrage and the emancipation of the slaves. How do such just and necessary changes effect the day-to-day lives of the people involved?*

**www.ipl.org/youth.cquest**  This site explains culture as, “...the customs, beliefs, arts and institutions of a group of people.” It offers students a glimpse of a variety of different cultures through information about holidays, festivals, arts, crafts, history, games, and cuisine unique to different regions of the world.

**Newspaper Tie-In**

By the end of the story, Wildrose is preparing to be married to the prince. Study the newspaper section that displays engagement and wedding announcements. Have students write a wedding announcement for Wildrose and the prince. Extend this activity by writing a news story about the wedding, since it is the emperor’s son that is getting married. Discuss headlines, use of illustrations and a written recommendation for page placement. What elements would a good editor want to include in covering this story?
Prince Hyacinth

Part I

Background Information
This French tale is included in Lang’s "Blue Fairy Book". It is a story about a young Prince who incurs a bizarre enchantment - an excessively large nose. The enchanter decrees the Prince shall never find true happiness until he recognizes that his nose is not typical. Hyacinth finds this difficult due to the loyalty of the kingdom’s followers.

Facts
1. What was the king instructed to do in order to win the Princess’s love? (He was told that the Princess was destined to marry whoever was clever enough to touch her cat’s nose.)
2. What happened when the king touched the cat’s nose? (The cat changed into a tall man; an enchanter who spoke of revenge.)
3. What did the enchanter say would happen if the king was to repeat the enchanter’s words? (He said that the king would vanish immediately and no one would ever see or hear of the king again.)
4. What was odd about Prince Hyacinth’s appearance? (He had a very long nose.)
5. Who’s nose was Princess Mignonne’s nose compared to in order to win favor with Prince Hyacinth? (Cleopatra)
6. Who snatched the Princess away from Prince Hyacinth? (The enchanter)

Comprehension:
1. Why did the King laugh at the enchanter’s threat? (The King believed that it couldn’t possibly true. If he had a son with a large nose, the King believed the son would surely recognize that about himself; thus, the enchantment must be an idle threat.)
2. How was it possible for the Prince to be unaware that his nose was exceptionally large compared to others? (The Queen and the courtiers made it a point to keep Prince Hyacinth from recognizing the truth by surrounding him with people with similar features, telling stories about people with short noses, and convincing him that a long nose was an asset rather than a flaw.)
3. In what other instance is it revealed that appearance is important in this story? (Prince Hyacinth chose Princess Mignonne from several portraits due to her beauty before even meeting her.)
4. Why did the enchanter steal the Princess away from Prince Hyacinth? (The enchanter snatched the Princess away because Prince Hyacinth had not acknowledged that his nose is too long; therefore, the enchanter carried on his revenge as he had threatened to.)
**Points to Ponder**

In this story great emphasis is placed on appearance. How important is appearance to you? Are you happy with your appearance? Do you readily accept your assets? your flaws? What features or qualities do you possess that you are happy with? What features and/or qualities do you like in other people?

Today’s culture and media often place emphasis on physical appearance and many studies have confirmed the negative impact it has on today’s youth. These questions may possibly be best answered in a journal writing exercise. Many issues such as eating disorders, poor self-image, and low self-esteem can be introduced.

Prince Hyacinth’s followers refused to acknowledge the difference in his physical appearance and intentionally hid their true thoughts from him. In your opinion, was this admirable? Do you think the Prince would have felt badly if he fully acknowledged that his nose was larger than most? Is there evidence in the story to support your opinion?

Students response will vary; however, one might conclude that the Prince would not find the actions admirable since appearance did not deter him from finding beauty in someone who has features dissimilar from his own. The Queen repeatedly surrounded Prince Hyacinth with people who had similar features as his own yet he saw beauty in Princess Mignonne even though her nose was small and so different than his own.

The Prince’s followers became so accustomed to laughing at people with small noses to please the prince that they even caught themselves discriminating against people with small noses. Have you witnessed or experienced discrimination based on appearance? religion? ethnicity? socioeconomic status?

**www.missionnutrituion.ca/english/teachers/teachers_home.asp** This site offers a teacher’s guide with three curriculum based units based on topics such as self-esteem and body image. Activities, resources, and lesson plans are included. Helpful site for teachers to visit to obtain information about the impact that self-esteem and body image have on young people.

**Who was Cleopatra?** Cleopatra reigned as the Queen of Egypt between 51 and 30 BC. She was forced to rule the throne with her younger brother, Ptolemy XIII, who eventually conspired against her. She was exiled in 48 BC but ultimately regained power. She led a controversial life and many stories and movies surround the life and times of this strong, independent woman who is linked with heroic figures such as Marc Antony and Julius Caesar. She was the last of the Ptolemy Dynasty, Greeks who had been put on the throne by Alexander. Egypt then became a Roman province.

**Newspaper Tie-In**

The courtiers wanted to get into favor with the Queen and, “took to pulling their babies’ noses several times every day to make them grow long.” Study ads in the newspaper. Determine features of ads that are appealing. Clip the examples that appeal to you and explain why you were drawn to each specific advertisement. Using this knowledge, design an advertisement about an imaginary devise or product to lengthen and/or enlarge noses. Discuss how you incorporated certain features to promote the product or service you are offering.
Prince Hyacinth

Part II

Background Information

Prince Hyacinth is under a most unusual spell: His nose will remain ridiculously huge until he realizes how silly he looks. For now, however, he must find his lost love, the Princess Mignonne.

Facts

1. Why did it take the old woman so long to securely fix her spectacles when Prince Hyacinth first arrived? *(Her nose was very short.)*
2. Who did the Fairy say was once her best friend? *(The King, Hyacinth’s father)*
3. What did Prince Hyacinth want when he first arrived at the Fairy’s home? *(He wanted something to eat.)*
4. What did the old Fairy encase the princess in? *(a palace of crystal)*
5. What prevented Prince Hyacinth from kissing the Princess’ hand? *(his nose)*

Comprehension:

1. Was the Fairy ridiculing Prince Hyacinth just to be mean? *(No, the old Fairy actually wanted to help the Prince. She knew that in order to break the spell, the Prince must recognize that his nose is exceptional large. She unsuccessfully attempted to ridicule him and to model foolish, flattered behavior so he would recognize his own flaws.)*
2. What does Prince Hyacinth think of the old Fairy? Does he believe that she has a flaw in her character? *(He claims that the old Fairy “has been spoiled by flatterers” and cannot see her own faults. He calls her a chatterpie and states that she asks questions, “simply for the pleasure of hearing herself speak.”)*
3. What is the irony in the story revealed by the exchange between Prince Hyacinth and the old Fairy? *(The old Fairy attempts to force Prince Hyacinth to examine his own flaws. He is unable to recognize his, but sees hers clearly.)*
4. Why did the old Fairy place Princess Mignonne in a palace of crystal? *(The old Fairy contrived this plan in order to enable Prince Hyacinth to recognize his “defects” and break the enchantment.)*
5. Why did the crystal prison shatter allowing the Princess to be free? *(The crystal prison shattered because Prince Hyacinth finally admitted that his nose was too long. He is then able to finally be happy.)*
Points to Ponder

The Prince ultimately recognizes his own faults because they got in the way of his interests. Have you ever experienced a situation which helped you discover something positive or negative about yourself? What types of techniques might some people use for self-discovery? Do you use any of these techniques?

Students will respond individually. This type of questioning is based on character education principles which allow students to examine their own values, coping mechanisms, and character development. Discussion of tools that other people use will help students determine what modality is most suitable for their own personality. For example, students may list tools such as journal writing, positive affirmation, physical exercise, and conversing with others; as ways that are used for self-discovery. Exploration of this type benefits whole group and allows opportunity for students to share experiences.

Is the story really about Prince Hyacinth’s long nose? What is the moral or lesson of this story?

Although the story uses Prince Hyacinth’s nose as the focal point, the story is really more about one’s ability to recognize and accept personal attributes, positive and negative. The lesson is revealed by the old Fairy who says, “Self-love keeps us from knowing our own defects...reason tries in vain to show them...we refuse to to see them till we find them in the way of our interests.”

Can you think of other fairy tales, folk tales or fables that convey the same lesson or have a similar moral lesson?

Students will name other stories and use them to make comparisons. This serves to reinforce the concept that fairy tales were created to convey a moral lesson and also helps students make connections between the various stories they have read.

Vocabulary

| unconsolable | spectacles | vex | continual | defects |

Newspaper Tie-In

In this section of the story, the old Fairy remarks, “too long a tongue is worse than too long a nose.” What is the old Fairy actually saying with this comment? Newspapers often use colloquial terms, metaphors, and similes to convey powerful images. Read through newspaper articles to find examples of these types of language usage.

Extend activity: Make up your own similes, metaphors and colloquial terms to describe events in articles.
Background Information
This age-old tale originated as a French story. Author Charles Perrault brought the well known story of a cunning and clever cat to life when he published *Stories or Tales from Times Past, with Morals* in 1697.

**Facts**

1. What did each of the sons receive from their father, the miller, upon his death? (*Oldest son got the mill, the middle son got a donkey and the youngest son got a cat.*)

2. What two items did the cat request from his owner? (*A bag, boots*)

3. What did the cat capture in the bag? (*Animals such as a rabbit, partridges and other fresh game*)

4. Who did the cat give the fresh game to? (*The King*)

5. What name did the cat give his master? (*The Marquis of Carabas*)

6. Who took the Marquis of Carabas’ clothes while he was washing himself in the river? (*The cat*)

**Comprehension:**

1. Why was the miller’s youngest son unhappy with what his father had left him? (*He believed that he would not be able to make a living and would eventually die of hunger.*)

2. What did the cat need the bag and the boots for? (*He needed the bag to capture animals such as rabbits and partridges. He needed the boots to “scamper” through the woods.*)

3. Why did the cat present the King with the animals he captured and claim they were gifts from his master? (*Puss in Boots had heard his master say that he would eat the cat and make a warm hat from his skin. Puss in Boots did not wish this to happen so he devised a plan to put his master in favor with the King. Bringing the King gifts of game were part of his plan.*)

4. Why did Puss in Boots give his master the title, the Marquis of Carabas? (*Puss in Boots planned to make his master appear more important than he actually was.*)

5. Why did the Cat hope his master’s clothes would remain forever hidden?
(The Cat had lied about the disappearance of his master’s clothes in order to have the king replace his master’s rough, country clothes with the fine clothing of nobility. The Cat hoped his master would never have to dress poorly again.)

6. Why did the “Marquis of Carabas” listen to the advice of Puss in Boots? (He believed that the cat was clever and had often witnessed the cat playing cunning tricks to catch rats and mice. Thus he believed the Cat might actually be able to help him.)

**Points to Ponder**

Puss in Boot’s master, the Marquis of Carabas, believes the Cat is very clever and cunning. What are some examples of the Cat’s action that support this opinion?

_Students may refer to the numerous times that Puss in Boots deceived other animals such as the rabbit and the partridges. They may also point out that the Cat essentially deceived his owner from acting as if he had not heard his master’s original intention to kill him. There are many examples of how cunning and clever Puss in Boots is throughout the story._

What do you predict will happen in the next part of the story? What do you believe Puss in Boots would like to have happen? Will Puss in Boots’s plan be exposed?

_Predictions will vary and will help students focus on the plot and suspense of the story. This question lends itself to exploring story elements of foreshadowing and analysis._

Puss in Boots was faced with a dilemma and he chose to use his intellect to seek a solution to his problem rather than run away or face death. Can you think of times in your own life that you were in a situation and solved a problem by being creative and imaginative? What are some ways to solve problems peacefully?

_This question allows students to explore their own cognitive/social/emotional responses to situations that arise in everyday life. Discussion that ensues lends itself to demonstrating a variety of ways in which issues can be solved peaceably._

**Newspaper Tie-In**

Have students find news stories that exemplify ways that government officials solve dilemmas. (e.g., meetings, talks, treaties, etc.)

**Vocabulary**

- cunning
- pity
- quarters
- estate
- noble
- coach
Background Information
In Part I, a poor miller’s son has nothing in the world but a cat. The cat, however, has convinced the king that his master is the noble “Marquis of Carabas,” and arranged for the marquis to be riding in the king’s carriage.

Facts
1. What threat did the Cat make to the people he met? *(He threatened that they would be “chopped as small as herbs for the pot”).*
2. Who was the master of the castle? *(An ogre)*
3. What two animals did the ogre turn himself into? *(A lion, a mouse)*
4. What did the Cat do when the ogre turned himself into a lion? *(He leapt up onto a chandelier and only came down when the ogre turned into his natural form.)*
5. What did the Cat do when the ogre turned himself into a mouse? *(He chased the mouse and ate it once he caught it.)*
6. Who did the Marquis of Carabas marry? *(The King’s daughter, the princess)*

Comprehension:
1. Why did the Cat threaten the villagers? *(He wanted them to lie in order to make the King believe that the Marquis of Carabas possessed acres and acres of rich farmlands although he owned nothing but a cat.)*
2. Although the ogre proved to the cat that he could indeed change shape, why did the cat persuade him to change into a small animal? *(The cat needed the ogre to change into a small animal that the cat could catch and destroy. He needed the ogre to disappear so he could take the castle over in the name of the Marquis of Carabas.)*
3. How did Puss in Boots trick the ogre into transforming his shape and become a mouse? *(Puss in Boots challenged the ogre by stating that he thought it quite impossible for the ogre to transform into something smaller. The ogre was so proud of his abilities that he could not resist this challenge. Boastful pride is his fatal flaw.)*
4. Is the King impressed with the Marquis of Carabas? How is this revealed? *(Yes, the King is charmed with the poor miller’s son and hopes he will marry the princess and become his son-in-law.)*
**Points to Ponder**

Overall, the Cat used his cunning imagination to help the poor miller’s son become someone he is not to impress the King and the princess. In your opinion, do you think the King would have found the Marquis of Carabas acceptable to marry the princess without wealth? How important is wealth and status? What types of actions do people take to obtain wealth and status? Differentiate between appropriate means of obtaining wealth and status and criminal behavior.

*Students will respond according to his/her own opinion. Prompting encourages students to examine their values, beliefs and the level of importance placed on external factors.*

It is claimed by many scholars that characters within a fairy tale merely reflect different characteristics each of us possesses. Define the characteristics and traits of each of the characters within “Puss in Boots”, which character do you most relate to? Least relate to?

*Have students list characteristics embodied by each character and discuss how some characters are one dimensional while others are more defined.*

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**Newspaper Tie-In**

The King was very impressed with the castle that apparently belonged to the Marquis of Carabas. Do you suppose he would like a castle like it?

Discuss how modern people go about looking for homes. Have students view the classified section of the newspaper for advertisements of homes for sale and create an advertisement for the stately castle.

[http://www.lib.uconn.edu/Exhibits/PussinBoot/Ogre.htm](http://www.lib.uconn.edu/Exhibits/PussinBoot/Ogre.htm) Interesting site for teachers regarding the depiction of the Ogre. There are many different variations of the appearance of the Ogre. Exhibits typically demonstrate that the Ogre is viewed as a grotesque monster. What are your students perception of the Ogre? Have students draw or write about the Ogre’s appearance.
Background Information

Rumpelstiltzkin is a fairy tale that has been around for centuries. The earliest version has been traced back to the 14th century. It has been retold, edited and translated by numerous authors including the Grimm Brothers and Andrew Lang. Although there are many variations among the versions, the tale itself is fairly consistent.

Facts

1. What did the miller say that his daughter could spin from straw? (Gold)
2. What two items did the miller’s daughter initially offer to the little man in return for spinning straw into gold? (A ring, A necklace)
3. How many days was the Queen given to guess the name of the little man? (3)
4. What was the name of the little man? (Rumpelstiltzkin)
5. Did the Queen have a son or a daughter? (Son)

Comprehension:

1. Why did the Rumpelstiltzkin assume that the miller’s daughter would one day become Queen?
   (He knew the King would be inclined to marry the girl for her ability to spin gold from straw because he was greedy.)
2. Why did Rumpelstiltzkin think the Queen would be unable to guess his name?
   (He was overconfident in the belief that his name was too unusual for anyone to guess.)
3. What would have happened had the Queen been unable to guess the correct name?
   (Rumpelstiltzkin would have taken her child.)
**Points to Ponder:**

In your opinion, which character has the most responsibility towards Rumpelstiltzkin’s proposal to take the miller’s daughter’s future child and why?

*This is a subjective question; however, help students assess their response by creating a timeline of events which includes an overview of each of the characters’ actions that contributed toward the story.*

Why do you think the miller’s daughter agreed to Rumpelstiltzkin’s proposal?

*Answers may be varied. In the story, the King states that he would kill the miller’s daughter if she did not spin gold from straw the second time. However, elicit other possible motivations beyond that. For instance, one may conclude that she was respectful of her father’s desire to be viewed as important or perhaps she wanted to one day become Queen.*

Did you feel that the Queen cheated in the bargain by enlisting the help of the messenger to discover Rumpelstiltzkin’s real name? Did you feel sorry for the Queen or for Rumpelstiltzkin at any point during the story? If so, why or why not?

*This question may lend itself to values clarification and conflict resolution teaching.*

What types of conflict are exemplified in this folk tale? Explain.

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**Vocabulary:**

spindle ponder bade scour bobbin inquire
rage notion astonished seize

**NEWSPAPER TIE-IN**

Have students design an advertisement to promote Rumpelstiltzkin’s service of spinning gold from straw. To extend the activity, have students create a TV or radio commercial based on the advertisement and develop a marketing plan to target prospective consumers.

Have students create a help wanted advertisement seeking someone to help the miller’s daughter spin gold from straw. Extend the activity and have students pretend to be Rumpelstiltzkin and submit job applications.
Schippeitaro

Background Information
This Japanese fairy tale tells the story of a young warrior who sets off to accomplish a great deed and achieve fame. He accomplishes this by enlisting the aid of a dog, Schippeitaro, to rescue a young maiden from being sacrificed to the “Spirit of the Mountain.”

Facts
1. Where was the young warrior from? (A village in Japan)
2. Why did the young man leave his native village? (To accomplish a great deed that would make his name famous.)
3. What woke the young warrior while he slept at the temple? (Shrieks and yells from a troop of hideous cats.)
4. According to the village men, who or what was the cause of the young maiden’s sorrow? (The young woman’s sorrow was caused by the Spirit of the Mountain.)
5. What is Schippeitaro? (A dog)
6. What or who was the “Spirit of the Mountain”? (The Spirit of the Mountain was a demon in the form of a large black cat.)
7. Who defeated the “Spirit of the Mountain”? (Schippeitaro and the young warrior)

Comprehension:
1. How is it revealed that the troop of cats are threatened by Schippeitaro? (The cats are fearful of Schippeitaro. This is revealed as the young warrior overhears the cats say, “Do not tell Schippeitaro! Keep it hidden and secret!”)
2. Why was the young maiden crying? (It was her fate to be sacrificed to the “Spirit of the Mountain”.)
3. Why did the village men laugh when the young warrior asked about Schippeitaro? (They thought the question was “odd and useless”. They did not have the same insight that the warrior had about the cats)
4. What did the huge black cat expect he would find in the barrel? (He expected to find a beautiful maiden.)
5. Why were the mountain girls safe after Schippeitaro and the young warrior killed the cats? (They were safe from being sacrificed to the Spirit of the Mountain.)
Points To Ponder:

The young warrior set out to accomplish a great deed. Did he do so? Do you know of any one who has become famous for accomplishing great deeds? Is becoming famous the only reason to help others?

The young warrior did accomplish a deed. He rescued the maiden from being sacrificed, slayed the demon, and prevented others from being sacrificed. He liberated the villagers from the oppression of the Spirit of the Mountain. Students may name several people who have accomplished great deeds for a variety of causes, or they may define “greatness” differently. Is winning an athletic event a great deed? Or does a “great” deed mean helping people? This prompt may tie in discussion of the many ways one can help the community, the rights of people in oppressive societies, and heroic efforts.

The Spirit of the Mountain can be viewed as a bully in the context of this story. What are the characteristics of a bully? What types of actions do bullies engage in? How do you deal with bullies?

Bullying is a serious matter that occurs each day. Bullying can be physical, verbal, or emotional. In this story, the demon cat bullies the villagers physically (eating maidens), and emotionally (exuding power over the villagers through fear). Bullying needs to be addressed by students, teachers, and parents. This discussion allows students the opportunity to explore ways to deal with the situation.

Newspaper Tie-In

There are many examples of community helpers located in the newspaper each day. Look in the newspaper and clip articles about people in your local community that have made a difference through volunteerism. The young warrior was on a quest to become famous by accomplishing a great deed; however, many people accomplish deeds without any desire to acquire fame or recognition. Write a letter to the people you discovered in the news article and discuss how their acts helped the community as a whole while comparing him/her to the warrior in “Schippeitaro”.

Find examples of bullying in your newspaper and relate the type of bullying with the actions of the Spirit of the Mountain. The demon cat bullied the villagers physically and emotionally. How is bullying demonstrated in the news story?

Vocabulary

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www.no bully.org.nz This site offers tips to educators to eliminate bullying in school and explains bullying to students.
Thumbelina

Part I

Background Information
This tale was written by Hans Christian Anderson and is included in Lang’s “The Yellow Fairy Book.”

Facts:
1. What did the old witch sell to the old woman? (She sold her a barley-corn.)

2. What grew when the old woman planted the barley-corn? (A tulip grew and when it blossomed there sat a little girl.)

3. What did the old woman name the little girl? (Thumbelina)

4. Who or what stole Thumbelina from the old woman’s home? (Thumbelina was taken by an old toad.)

5. Where did the old toad place Thumbelina and her walnut shell? (The old toad placed Thumbelina on a water-lily in a brook.)

6. What was the old toad decorating Thumbelina’s room with? (Rushes and marigold leaves)

Comprehension:
1. Why was the little girl given the name “Thumbelina”? (She was given the name because, “she was scarcely half a thumb in height.”)

2. What are some other indicators of Thumbelina’s size? (A walnut-shell was her cradle, tulip petals were her mattress, a rose-leaf was her blanket, and a toad could carry her.)

3. Why did the old toad take Thumbelina from the old woman’s home? (The old toad took Thumbelina because she thought the little girl would make a beautiful wife for her son.)

4. Did the old toad believe that Thumbelina would be happy once she discovered that she had been taken from the old woman’s home? (No, the old toad feared that Thumbelina would try to escape.)

5. Why did the old toad place Thumbelina on a water-lily in the middle of a brook? (The old toad did not want Thumbelina to escape so she was placed on a water-lily in the middle of the brook so she would not be able to run away.)

6. Was Thumbelina happy when she woke up? (No, she wept bitterly.)

7. Did Thumbelina want to marry the old toad’s son? (No, Thumbelina did not want to marry the old toad’s son. She found him ugly and his mother clammy.)
**Points to Ponder**

What type of similes are used in this tale? Create your own to finish the sentence, “Thumbelina is as small as a .....” Create a metaphor for Thumbelina’s tiny stature.

A simile compares dissimilar things using the words “like” or “as”. An example is: “It is as yellow as ...a sweltering sun.” A metaphor makes a comparison without using “like” or “as” and draws a comparison between two unlike things by naming the one for the other. For example, to say, “A cloud is a cotton ball” is a metaphor.

The theme of abduction is central to many of the tales in this unit of study. Discuss the comparisons that can be made to other stories that also feature abduction. How similar are the plots, the characters, the motives?

For example, abduction occurs in “Little Wildrose”, “Prince Hyacinth”, and “Thumbelina”.

Discuss the relevance of Thumbelina’s size in this tale. What are some stereotypes attributed to physical appearance? Are these stereotypes correct? How does one disprove incorrect stereotypes?

Thumbelina is often perceived as fragile and weak because of her size. Other characters often take advantage of her tiny stature exerting force because they are bigger than she.

Using your imagination, think of some everyday activities that might be more difficult, or at least different, for someone who is significantly smaller than average? Significantly larger? What are some of the things you see in public places like schools to help people handle the challenges presented by physical differences? How do your friends or relatives with special needs handle their challenges?

This will prompt discussion and compassion for others and will help students assess their own abilities.

<table>
<thead>
<tr>
<th>Vocabulary</th>
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<tr>
<td>barley corn</td>
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<tr>
<td>sows</td>
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<tr>
<td>shilling</td>
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<tr>
<td>coverlet</td>
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<tr>
<td>magnificence</td>
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<td>clammy</td>
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**Newspaper Tie - In**

This tale depicts a toad that can talk. Look through the newspaper and find an article or photograph that features an animal. Write a story based on it, but seen from the perspective of the animal as if it had some human abilities.

Have students look through the birth announcements and determine the type of information that is usually included. Write a birth announcement for Thumbelina.

www.naturesound.com/frogs/frogs.html This site offers photographs and real sound recordings of each species’ calls.
Background Information

In part I, little Thumbelina is abducted by a toad and placed on a lily pad so she cannot escape. She weeps bitterly and does not want to marry the old toad’s son.

**Facts:**

1. Who helped Thumbelina escape from the toads? *(A school of little fish)*

2. What did Thumbelina tie the white butterfly to? *(She fastened her sash to the leaf she was sitting on.)*

3. What creature swooped down to take Thumbelina letting the leaf float down the stream while still attached to the butterfly? *(A beetle)*

4. Why did the beetle release Thumbelina? *(He began to think she was ugly.)*

5. What did Thumbelina eat while living alone in the woods? *(She ate honey from flowers and drank dew on the leaves.)*

6. How tall is Thumbelina? *(One inch high)*

7. What or who took Thumbelina in and said she could spend the winter? *(A field mouse)*

**Comprehension:**

1. Why did the little fishes nibble the stem of the leaf that Thumbelina was sitting on? *(They had heard her crying and knew that she did not want to be with the toads and they felt sorry for her. Nibbling on the stem of the leaf released it from the stalk holding it in place; therefore, the leaf was freed and floated down the stream.)*

2. Why did the beetle begin to think of Thumbelina as ugly when he had initially thought her quite pretty? *(The other beetles found Thumbelina unattractive because she did not look like them. They remarked, “She has only two legs...she has no feelers!” The beetle then started to think of her as ugly too.)*

3. Why did all of the birds that had sung about her fly away? *(The seasons had changed and as winter approaches birds migrate.)*

4. What was Thumbelina distressed about as the beetle flew away with her? *(She was quite distressed about the butterfly. She worried that she had tied the sash too tight and if the butterfly was unable to get loose it would starve to death.)*

5. Does the weather impact Thumbelina positively or negatively? *(The change of seasons is detrimental to Thumbelina’s survival. During the summer she was able to be self-sufficient and self-reliant. She gathered her own food and created a home for herself. When winter approaches she fears for her own survival and ultimately seeks help.)*
Points to Ponder

There is an element of peer pressure in this tale. Can you point to the encounter that demonstrates the influence of peers on another’s opinions?

The beetle that flew off with Thumbelina initially found her beautiful. His opinion changed after his friends repeatedly denounced Thumbelina’s appearance. His initial opinion of Thumbelina was altered due to the opinions of others.

Have you ever changed your opinion as a way to fit in or please others?

This provides the opportunity to discuss peer pressure and how it influences one’s thoughts and actions. You may want to consider making this part of a journal writing experience.

The beetle’s friends did not think Thumbelina so pretty because she did not look like them. What is this an example of?

This may be viewed as prejudice. Prejudice can be described as the negative feelings one holds against another for a preconceived reason. Discrimination is described as an action that stems from prejudice. The beetles were prejudice against Thumbelina because her appearance is different from their own. Acceptance of diversity is critical.

The weather influences the plot of this tale and forces Thumbelina to seek help in order to survive. Do you recall any other tales where the weather influences the actions of the characters?

An example is “The Boy and the Wolves”. The young boy and Thumbelina both were negatively influenced by the weather. In both tales the characters were able to fend for themselves until winter came along at which point the characters found it necessary to accept help from other characters.

Vocabulary

assembled fluttered sash fastened distressed imaginable clover-leaf

Newspaper Tie - In

Thumbelina is judged by the beetles on the basis of her appearance. There are laws in today’s society that prevent people from discriminating. Research those laws and read newspaper articles to find examples of the laws in action and relate it to Thumbelina’s plight. What kinds of discrimination do the laws apply to? Would that have helped her?

www.newwildlife.com This site offers recent articles bout preservation of wildlife, particularly in New England.
Thumbelina

Part III

Background Information

In part II, Thumbelina escapes from the toads only to find herself captive of a beetle. He releases her into the wild and she fares well until winter approaches. In need of shelter and food, she accepts an invitation to live in the home of a field mouse.

Facts:

1. Who came to visit the field mouse? (A mole)
2. What lay in the middle of the tunnel? (A seemingly dead bird, a swallow)
3. How did Thumbelina, the field mouse and the mole make their way through the tunnel? (The mole carried a piece of rotten wood which glowed like fire in the dark.)
4. What did Thumbelina bring to the swallow so that it would be buried warmly? (She brought a blanket of straw and thistle-down.)
5. What had the swallow torn one of its wings on? (He tore it on a bramble.)

Comprehension:

1. Why does the mole dislike sunlight and flowers? (The field mouse remarks that the mole, “cannot bear the sun and the beautiful flowers, and speaks slightingly of them, for he has never seen them.”)
2. Why does Thumbelina show compassion towards the seemingly dead bird? (She was fond of birds because they had sung to her over the summer.)
3. What assumption did the mole and the field mouse make regarding the swallow’s death? (They assumed that the swallow had died due to starvation.)
4. Did the swallow die due to the reasons assumed by the mole and the field mouse? (No, the swallow supposedly died because he froze. His wing had been torn and he was unable to fly with the other swallows that had migrated.)
5. How did Thumbelina come to realize that the swallow was not dead? (When Thumbelina placed her head against the bird’s heart she realized that the bird was not dead. She most likely heard a heartbeat from within the bird’s chest.)
6. When the swallow came to life he wanted to regain his strength quickly in order to fly away. Why hadn’t he realized that it was snowing and freezing? (When he dropped to the ground after hurting his wing he could not remember anything; therefore, he was not sure of the season and falsely assumed winter had passed.)
Points to Ponder

The mole professes to dislike flowers. What is the irony as it relates to Thumbelina?

Ironically, Thumbelina is born from a tulip. Flowers are a part of her essence and being yet the mole dislikes them.

What is the significance of the mole’s blindness?

The mole falls in love with Thumbelina based on the beauty of her singing voice. Thumbelina loves the birds because of the beautiful voices. Ironically, the mole and the field mouse disregard the beauty of the birds’ song.

The weather plays an obvious role in this tale. Discuss how the weather influences each of the characters in this part of the tale. Compare this element with other tales and create a chart to demonstrate the similarities.

The weather influences the actions of the characters: Thumbelina, the mole, and the swallow. The mole does not like the sunlight and spends his time underground during the summer. The swallow migrates south for the winter because the cold weather jeopardizes his life and the ability to gather food. Thumbelina’s actions are driven by the weather in that she needed to find shelter during the winter months; consequently, this results in a loss of independence.

Discuss the contrast between the characters Thumbelina and the mole. The contrasts between the characters reflect many of the overall elements included in fairy tales. Trace the elements and create a diagram to visually represent the contrasts.

There is an abundance of contrasts between Thumbelina and the mole. The main contrast that is an essential fairy tale element is the contrasts between light and dark, good and bad. Examples:

<table>
<thead>
<tr>
<th>Thumbelina represents light</th>
<th>The mole represents darkness</th>
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</thead>
<tbody>
<tr>
<td>She loves flowers</td>
<td>He dislikes flowers</td>
</tr>
<tr>
<td>She loves birds and flight</td>
<td>He dislikes birds and is grounded</td>
</tr>
<tr>
<td>She loves sunlight and warmth</td>
<td>He dislikes sunlight</td>
</tr>
</tbody>
</table>

Vocabulary

- circumstances
- accomplished
- bandy
- slighteningly
- bramble

www.usatoday.com/weather/wfront.htm This site designed by USA Today offers viewers up to date forecasts globally, nationally, and regionally. It includes full coverage of weather related stories and information about weather in general. It includes maps and other graphics such as global satellite snapshots.

Newspaper Tie - In

Weather has a significant impact on people’s lives. In this tale, the winter forces Thumbelina to seek help in order to survive and also forces the swallow to rely on Thumbelina to nurse him back to health. Read newspaper articles to find examples of how the weather shapes and molds our lives in a variety of ways. Perhaps a natural disaster has occurred: a blizzard, a drought, etc.
Background Information
In part III, Thumbelina is introduced to the mole and happens upon a seemingly dead swallow. Her compassionate nature compels her to secretly care for the dead bird who ultimately comes to life as he was frozen rather than dead.

Facts:
1. In what season did the swallow eventually depart from Thumbelina’s care? (The swallow flew away when spring came.)
2. Who proposed to Thumbelina? (The mole proposed to Thumbelina.)
3. When is it stated that the wedding between the mole and Thumbelina would take place? (It is stated that the wedding will take place after the summer had passed.)
4. What did Thumbelina need to complete to prepare for her wedding with the mole? (She needed to work at spinning her linen for her dowry.)
5. How did Thumbelina eventually escape from her home with the field mouse and the mole? (She flew on the back of the swallow in order to escape.)

Comprehension:
1. Why did the field mouse think Thumbelina should marry the mole? (The field mouse felt that Thumbelina should marry the mole because of his wealth and because no one else would want to marry her.)
2. Did Thumbelina want to marry the mole? Why or why not? (Thumbelina did not want to marry the mole. She found him ugly and she did not want to be forced to live underground away from the sun, the sky, the flowers, and the birds.)
3. Why did the swallow come back for Thumbelina? (The swallow was grateful to Thumbelina because she had shown him such compassion and had saved his life while he lay freezing in the tunnel.)
4. How much time had passed since Thumbelina had last seen the swallow? (It is obvious from the story that spring and summer had passed and it was autumn when the swallow returned. It is stated in the story and one can infer the season because the swallow is once again migrating to warmer land.)
5. Where and why was the swallow flying away from the the place where Thumbelina, the mole, and the field mouse resided? (The swallow is migrating to warmer land since winter is approaching.)
6. Why did Thumbelina consider marrying the mole even if she did not like him? (She felt obligated to the field mouse because the field mouse had been kind to her and helped her survive.)
Points to Ponder

Discuss the habitats of each of the characters: the toad, the mole, the field mouse, the swallow, and the beetle. Are any of the habitats of these creatures acceptable to Thumbelina? Does she fit in or belong with any of these creatures?

This prompt encourages students to gather information from outside resources and may provide a platform for research. It also encourages students to reflect on the story in its entirety serving as an overall review.

Why did the swallow want Thumbelina to leave? Why wouldn't she leave when the swallow first asked her to?

This subjective prompting allows students the opportunity to discuss feelings pertaining to guilt, compassion, fear of disapproval, obligation, demand, etc. Thumbelina felt obligated to stay. Later in the story she decides to fly away with the swallow. She was unable to leave until she was ready to do so. She had to acknowledge her own needs before she was ready to take flight.

Was it fair for the field mouse to make Thumbelina feel as if she had to marry the mole? What might have been the field mouses’ ulterior motive for desiring Thumbelina to marry the mole?

Students opinions will vary. It appears that the field mouse might have been acting on her own interests. She did not want to upset the mole and lose his friendship especially since he was wealthy.

Thumbelina’s compassion is evident throughout the story. What are some examples of this?

She shows compassion for the swallow, she felt terrible about the butterfly, she feels obliged to the field mouse.

Newspaper Tie - In

Thumbelina is leaving the certainty of her life with the mole for the unknown. She is taking flight with the swallow and does not know what lies ahead in her future. Read the horoscope section of your newspaper and select an astrological sign for Thumbelina. To make the activity more realistic, remind students of Thumbelina’s coming to life. She was born from a tulip, which indicates a spring month. Research the growth of tulips for your region to determine a possible time frame for Thumbelina’s birthday. Review Thumbelina’s horoscope and make a prediction for her future based on its contents.

Vocabulary

fortune  obstinate  dowry  reaped  unwilling

www.mbr-pwrc.usgs.gov/id/framlst/i6140id.html This site offers information about swallows and other birds. The tree swallow is featured and taxonomy is listed. Includes photos, audio clips and distribution maps.
Thumbelina

Part V

Background Information

In part IV, Thumbelina finds herself reluctantly engaged to the mole spending her time spinning linen for her dowry and wistfully hoping to see the swallow again. He surprises her and convinces her to take flight and escape her unhappy future.

Facts:

1. What did Thumbelina see standing beside a blue lake? (She saw a white marble castle.)

2. What did Thumbelina see in the middle of one of the beautiful white flowers? (She saw a little man with beautiful wings wearing a crown.)

3. Why was the little Prince frightened of the swallow? (The little Prince was frightened of the swallow because in comparison to himself the swallow looked like a giant.)

4. What was the best of all presents that the little men and woman bestowed upon Thumbelina? (Thumbelina thought the beautiful pair of wings which were fastened on to her back was the best present she received.)

5. What name was given to Thumbelina by the little Prince? (The name given to Thumbelina was May Blossom.)

6. Where did the swallow fly away to? (The swallow flew back to Denmark where he lived with his wife in a little nest above a window.)

Comprehension:

1. Why were the wings given to Thumbelina her best present of all? (She loved to be free and it is ultimately the wings of the swallow that set her free from the life she was embarking on with the mole.)

2. Why did the swallow bring Thumbelina to this location? (Although it is not stated in the story, perhaps the swallow was aware of the presence of other little people like Thumbelina.)

3. Why did the swallow have a heavy heart? (The swallow had a heavy heart and was sad because he cared for Thumbelina and did not want to be away from her.)

4. How does Thumbelina feel about the lands she flew over? (Thumbelina found the landscape lush with beauty and warmth.)

5. The author paints a portrait of the landscape with words. What sensory perceptions are touched upon? What imagery is evoked? (The imagery is lush and colorful. The author speaks to readers about the beauty that can be seen with the eyes and the beauty that can be smelled in the scented air.)
Points to Ponder
The landscape is described using vivid detail and appeals to sense of sight and smell. Can you imagine other sensory experiences Thumbelina might have experienced while flying over the land with the swallow? Can you write a poem in a variety of formats from her perspective?

Prompt students to use their imagination to explore. Have students write a series of poems to convey their opinion of all that Thumbelina experienced while flying over the land. Students can create cinquains, diamontes, or haiku poetry. To connect visual art to this activity have students paint a watercolor portrait of the landscape.

At the end of the story, the swallow returns to Denmark. Where is Denmark located? What do you know about Denmark, its culture, its people?

Elicit response regarding students geographical knowledge. Prompt further research and mapping skills.

If Thumbelina were to write an autobiography, what would she relate about her experiences? What were the most critical moments of her story?

This prompt serves as an overall review of the story. Another activity idea to keep students actively involved with the tale is to have them keep a daily journal from the perspective of Thumbelina.

Why did the Fairies give Thumbelina a new name? Is her new name nicer?

Often nicknames are based on physical attributes and can be unkind. The Fairies gave Thumbelina a name that is kinder. In their eyes, she was no different than them and was deserving of name more fitting to her.

www.denmarkemb.org/hist.html This site offers information about Denmark’s history, holidays, its people, climate and culture. This official site of the Royal Danish Embassy of Washington, D.C. is comprehensive. Click on the link to education and educators will discover global teaching guides appropriate for grades 7-12 (including one on Denmark).

Vocabulary
myrtle mint
astonishment transparent
dwelt noble

Newspaper Tie - In
Have students study book reviews in the newspaper. Write a critical review of “Thumbelina” in newspaper style. Limit the page space as it is done in the newspaper.

Have students read newspaper articles related to the theme of “flight”. Relate the theme to the plot of “Thumbelina”.

As a culminating activity, have students create a timeline of events of “Thumbelina” using photographs, headlines, and articles from the newspaper. Cut and paste the clippings in a timeline format explaining why each clipping relates to the story line.
RESOURCES

INTERNET SITES

http://www.inform.umed.edu/EdRes/ReadingRoom/Fiction/FairyTales/
This site, created by the University of Maryland under Project Gutenberg, offers a comprehensive list of fairy tales as etexts.

http://shoga.wwa.com/~callison/
This offers a selective bibliographical list of sources for analysis and interpretation of folk and fairytales.

http://ericir.syr.edu/virtual/lessons/
This is the site of ERIC (Educational Resources Information Center) which is a federally-funded national information system specifically designated as a resource for anyone interested in education. Here you can download or view over 2000 lesson plans and submit your own. There are several plans within the category of literature that may be suitable or adaptable to your own class while working with fairytales, folk tales, and fables.

www.treegatepublications.com
Here you can download reproducible activity sheets and teaching materials about a variety of stories such as “Rumpelstiltzkin”. Offers complete literature units.

www.classicreader.com
Here you can access many full texts of Lang’s works included in his colored fairy books.

www.familygames.com/features/quizzes
This is a kid friendly site that offers an interactive quiz and fun activities for elementary students. The fairy tale quizzes are based on fairly common tales not specifically any that are included in the Lang series but can serve as an enrichment resource.

www.storiestogrowby.com
This is a commercial site for teachers to view and possibly purchase materials from. There are several specific units on a variety of fairytales, folk tales, myths, and legends. A good site to stimulate thought regarding activities, assessments, and resources.

http://teacher/scholastic.com/writewit/mff/folk_tales_tguide.htm
Great site for teachers to introduce a unit on myths, folk tales and fairytales. Site includes lesson plans, reproducibles, assessment rubrics, and on-line activities. Primarily focused on grades 2-6.

www.no bully.org.nz This site offers tips to educators to eliminate bullying in school and explains bullying to students.

www.eagles.org This site offers information about eagles and the efforts to protect them. It includes facts about the species and campaign information for educators.
Interesting site for teachers regarding the depiction of the Ogre. There are many different variations of the appearance of the Ogre. Exhibits typically demonstrate that the Ogre is viewed as a grotesque monster. Relates to “Puss in Boots”.

www.monkeymaddness.com You can go here to get information on many different species of monkeys. Click on species specific to choose a specific species to learn more about. Site gives details such as physical description, group structure, and captive care. Students may be interested in imagining which species the Green Monkey is.

www.pbs.org/wgbh/nova/wolves This site offers information about wolves and provides a teacher’s guide with lesson ideas. The activity sheets are printable and can be used independent of the PBS show. In relation to “The Boy and the Wolves”, this site explains various theories regarding wolf howling and discusses the territorial aspect of wolves.

www.missionnutrition.ca/english/teachers/teachers_home.asp This site offers a teacher’s guide with three curriculum based units based on topics such as self-esteem and body image. Activities, resources, and lesson plans are included. Helpful site for teachers to visit to obtain information about the impact that self-esteem and body image have on young people.

www.aenc.org/ABOUT/MI-Pie.html This is a good site for teachers seeking more information regarding Gardner’s theory of multiple intelligences. It explains each of the seven principles and reveals how students demonstrate these intelligences. The homepage offers a link to “Education News” ; all of which is current and updated regularly.

www.teach-nology.com/teachers/lesson_plans/language_arts/speaking/ This site offers links to sites on public speaking for kids. Many of the sites have lesson plans and activities at a variety of age/grade levels.

www.goldinstitute.org This site offers information about gold including its value, production, uses, jobs related to, and impact of mining on the environment. The “facts” category explains the history and the story of gold. An interesting site for teachers complete with graphs and charts.

www.naturesound.com/frogs/frogs.html This site offers photographs and real sound recordings of each species’ calls.

www.newildlife.com This site offers recent articles about preservation of wildlife, particularly in New England.

www.usatoday.com/weather/wfront.htm This site designed by USA Today offers viewers up to date forecasts globally, nationally, and regionally. It includes full coverage of weather related stories and information about weather in general. It includes maps and other graphics such as global satellite snapshots.

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http://jin.jcic.or.jp/kidsweb/japan/i.html This is a great site! It is kid-friendly and loaded with information. It includes maps, folktales, insight on the culture, virtual tours of a typical school day, and so much more.