



Teacher Resource Guide: **Cummins' and Scoullar's The Little Prince** by Rick Cummins and John Scoullar

The lessons and activities in this guide support the K-5 Academic Content Standards (2002) and the Common Core Standards (2010) which ensure all students are college and career ready. The College and Career Readiness (CCR) Standards in Reading, Writing, Speaking and Listening, and Language define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

**Common Core Standards have not been determined for the Fine Arts as of August 2011.*

21st century skills of creativity, critical thinking and collaboration are embedded in drama. Theater is a natural vehicle to engage students. Seeing live theater encourages students to read, develop critical and creative thinking and be curious about the world around them.

“The future belongs to young people with an education and the imagination to create.” – President Barack Obama

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ABOUT THE SHOW

This astonishing and beautiful production is adapted from the book by Antoine de Saint-Exupéry. A pilot crashes in the Sahara Desert and while frantically trying to repair his wrecked plane he is interrupted by the apparition of a little boy who asks him to draw a sheep. As absurd as it seems, a thousand miles from all inhabited regions and in danger of death, he takes out a scrap of paper and a pen. And so begins their adventure.

“The Little Prince presents to us an unmistakable plea to keep what’s important in life close to your heart. This production of The Little Prince is a multi-layered visual feast to awaken the child tucked away inside us all.”

– Artistic Director Keith Baker, Bristol Riverside Theatre



The Little Prince, Bristol Riverside Theatre, Leila Ghaznavi

ABOUT THE AUTHOR

Antoine Marie Jean-Baptiste Roger de Saint-Exupéry

June 29, 1900 – July 31, 1944

Lyon, France

Writer, poet, aviator

Saint-Exupéry was a successful commercial pilot before World War II. On December 30, 1935, he and his navigator were en route to Saigon and crashed in the Libyan Sahara Desert. With no idea of their location and little food, both experienced hallucinations. They were rescued on the fourth day by a Bedouin on a camel. Saint-Exupéry’s fable *The Little Prince*, which begins with a pilot being marooned in the desert, is in part a reference to his experience.

Saint-Exupéry joined the Armée de l’Air (French Air Force) at the outbreak of World War II, flying reconnaissance missions until the armistice with Germany. Following a spell of writing in the United States he joined the Free French Forces. He disappeared on a reconnaissance flight over the Mediterranean in July 1944 and is believed to have died at that time. His literary works, among them *The Little Prince* – translated into more than 190 languages – propelled his stature posthumously after the war allowing him to achieve national hero status in France.

(Source: Wikipedia)

To learn about Saint-Exupéry airplane wreckage found off the coast of the Mediterranean:

CBS News – www.cbsnews.com/stories/2004/04/07/world/main610771.shtml

For more information on the life of Antoine de Saint-Exupéry:

Wikipedia – http://en.wikipedia.org/wiki/Antoine_de_Saint-Exup%C3%A9ry

PBS.org – <http://www.pbs.org/kcet/chasingthesun/innovators/aexupery.html>

Answers.com – <http://www.answers.com/topic/antoine-de-saint-exup-ry>



COMING TO THE THEATER!

PlayhouseSquare is an exciting venue to see live theater! As the country's largest performing arts center outside of New York, the not-for-profit performing arts center utilizes the arts to engage individuals and attract more than one million guests per year to 1,000+ annual events. PlayhouseSquare thus acts as a catalyst for economic growth and vitality within the region.

As audience members, you and your students play a vital role in the success of the performances. You are part of a community that creates the theater experience. For many students, this may be their first time viewing a live theater production. We encourage teachers to discuss some of the differences between watching a television show, attending a sporting event or viewing a movie at the cinema. Here are a few examples to start the discussion:

- ▶ Students are led into the theater and seated by an usher.
- ▶ Different types of performances require different audience behaviors. Watching the actors closely will cue students for appropriate responses such as laughing or clapping.
- ▶ Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the stage and audience.
- ▶ There is no food, drink or gum permitted in the theater.
- ▶ Photography and videotaping of performances is not permitted.
- ▶ When the houselights dim, the performance is about to begin.
- ▶ Once the performance begins, audience members should focus their attention on the stage and talking should cease.
- ▶ After the performance, the houselights will rise and each school will be dismissed by bus number.





Pre-Show Activities

FABLES: DRAMATIC STRUCTURE

ELA: Literary Text Standard B, C

Writing Process Standard A, D, G

R.CCR.2, R.CCR.3

W.CCR.3, W.CCR.5

The story of *The Little Prince* is a fable exploring friendship, loss and appreciation of life. Elements of literature easily can be illustrated using fables such as title, characters, setting, problem/solution and moral.

1. Read several fables to your class. *Aesop's Fables* are the best known, however, your students may also enjoy *Fables* by Arnold Lobel, *Aesop's Fables* by Jerry Pinkney, and *Daisy Head Mayzie* by Dr. Seuss.

2. After reading 3-4 fables, discuss what the stories have in common and record student responses on chart paper.

3. Explain that a fable is a short fictional story that features animals, mythical creatures, plants or forces of nature which are given human qualities and illustrate a moral lesson.

4. Using one of the fables, have students identify the following: title, characters, setting, problem/solution and moral. Discuss and check for understanding. Students also may work in small groups for this activity.

5. Next, ask students to close their eyes and imagine they are the author of a fable. Ask the following questions allowing students time to "see" their fable come to life in their mind:

- ♦ What message or moral would you like to teach?
- ♦ Who are the characters? (Remember, fables often use animals or mythical creatures that act like people).
- ♦ What problem will your characters need to solve?
- ♦ How will your fable end?

6. After students open their eyes, distribute handout (see Quick Tips) and tell students they will have the opportunity to write their own fables. Have students complete the columns for each section of their own creation as the first step in the writing process followed by writing a first draft.

7. Students may work in pairs to edit and rewrite their fables or with the teacher during writing conferences.

8. Once completed, have students share their fables with the class. Assemble the fables into a classroom book for your classroom library.



The Little Prince, Bristol Riverside Theatre, Lenny Haas

▶ QUICK TIPS:

Prepare the handout in advance using the following column headings: title; characters; setting; problem/ solution; moral.

Modification for Older Students: Teach a mini-lesson on dramatic structure and use the following column headings: exposition; rising action; conflict; falling action; moral.



RESEARCH

THE SAHARA DESERT

ELA: Informational, Technical and Persuasive Text Standard B, D
 SS: Social Studies Skills and Methods A, C
 Geography C
 R.CCR.7
 W.CCR.2, W.CCR.7, W.CCR.8
 SL.CCR.4

In the performance *The Little Prince*, a pilot crashes in the Sahara Desert. The Sahara Desert is the largest desert in the world spanning more than 9 million square miles.

1. Share a few of the interesting facts below to motivate students to want to learn more about the Sahara Desert.
 - ♦ The history of the desert dates back 3 million years!
 - ♦ Cave paintings depicting people hunting big game animals that are about 5,000 years old have been found in the Sahara Desert.
 - ♦ Sand dunes exist in the Sahara. They also exist on Mars, Venus and Saturn's moon, Titan.
2. Have students work in small groups to research different aspects of the Sahara.
3. Assign each group to one of these categories: desert tribes; animals; plants and vegetation; climate; geography. Provide ample resources from multiple sources. You may wish to designate library or computer time to this project.
4. Tell students their information will be used for an interactive class bulletin board. Students can present their information in a creative way such as presenting "Fun Facts" in an open flap book; creating and labeling maps using a computer program; or writing poems that incorporate research information. An art/ELA project (see *Create a Sandy Desert Scene*) can also be included in the project.
5. Encourage students to use technology in their research and be creative in their presentations!



The Little Prince, Bristol Riverside Theatre, Leila Ghaznavi & Lenny Haas

Safe research websites for kids:

- National Geographic* – www.nationalgeographic.com
- Teacher Page* – <http://africa.mrdonn.org/saharadesert.html>
- Social Studies for Kids* – <http://www.socialstudiesforkids.com/articles/geography/saharadesert.htm>
- Sahara Desert* – <http://www.sahara-desert.net/>
- Geography* – <http://www.geography.about.com>
- Desert Unit* – <http://www.edhelper.com/Deserts.htm>



CREATE A SANDY DESERT SCENE

ELA: Research Standard A, B, D

Fine Arts (Visual Arts): Connections, Relationships and Applications B

W.CCR.4

SL.CCR.4

▶ QUICK TIPS:

Modification for Younger Students: You may choose to measure, cut and prepare sandpaper in advance. Younger students may also require assistance with rubber cement.

MATERIALS:

Empty soup cans
Scissors
Magazines/Books related to deserts
Construction paper
Rubber cement
Craft supplies (felt, sequin, tissue paper, etc.)
Sandpaper
White glue



After completing their research, students can apply and synthesize information through the creation of a sandy desert scene. This may be used as an addition to your bulletin board or as part of an assessment.

1. Distribute empty soup cans, sandpaper, scissors and rubber cement.
2. Wrap sandpaper around an empty soup can leaving approximately ¼ inch for an overlapping border.
3. Cut off the top of the sandpaper so it is even with the can.
4. Apply rubber cement to the entire outer face of the can and to the back of the sandpaper. Allow the rubber cement to dry PRIOR to attaching it to the can.



The Little Prince, Bristol Riverside Theatre, Leila Ghaznavi

5. Carefully wrap the sandpaper around the can.
6. Using the information found during their research, have students cut out or draw desert animals, plants, etc. from the various craft supplies or from books and magazines.
7. Glue to the outside of the can.
8. Have students write poems or stories integrating research information they've gathered with their desert art project and share with the class. Writings may be kept inside the can for students to enjoy.



Post-Show Activities

CHARACTER TRAITS

ELA: Writing Application Standard B

Communications: Oral and Visual Standard A

W.CCR.1

SL.CCR.1

Character traits are descriptive adjectives that tell us specific qualities of a character. In theater, the actors may tell us their character traits directly through their dialogue, but their actions show these traits as well. As an audience member, your job is to infer, or draw a conclusion, from what the characters say, think and do.

1. Brainstorm a list of general character traits. You may also provide students with a printable list at <http://www.teachervision.fen.com/writing/resource/2669.html>.
2. Next, ask students to name the four main characters in *The Little Prince* (the Little Prince, the pilot, the rose and the fox) and record on chart paper.
3. Have students identify three actions for each character. This may be done verbally as a whole class, independently or in pairs.
4. Review the actions to check for understanding. Have students move to the next character. Follow this procedure until actions for each character are completed.
5. Next, have students reread the actions of each character. Ask students to draw conclusions about the traits each character's actions reveal. Students may use the character trait list for assistance or work with a partner.
6. Review with students how playwrights and actors use dialogue and actions to portray character traits.

CREATIVE DRAMATICS: FRIENDSHIP

Fine Arts (Drama/Theatre): Creative Expressionism and Communication A

The Little Prince discovers the meaning of friendship through his travels. Begin a class discussion about what it means to be a friend and the responsibilities that go with it.

1. Have the class brainstorm situations when friends have made them feel unhappy or tricked and record their responses on chart paper.
2. Select one response and ask two students to act out the situation demonstrating how the friend initially responded and how the friend should have responded.
3. Discuss the lessons the Little Prince learned about friendship and how the lessons apply to the class.



*The Little Prince, Bristol Riverside Theatre,
Michael Schupbach & Leila Ghaznavi*

Discussion Questions:

Fine Arts (Drama/Theatre): Analyzing and Responding Standard B
SL.CCR.1

- ♦ Why did the fox want to be tamed by the Little Prince?
- ♦ How did the Little Prince feel when he left the fox?
- ♦ Why does the Little Prince start to miss his rose?
- ♦ What made the rose so special to the Little Prince?



EXTENDING THE ADVENTURE

ELA: Writing Application Standard A
W.CCR.3

▶ QUICK TIPS:

Modification for Younger/Older Students: Writing requirements, such as number of paragraphs, vocabulary, etc., should be predetermined by grade-level and/or ability.

At the beginning of the performance, the Little Prince travels to several different planets on his journey to Earth. On each planet, he meets a grown-up with distinct qualities, flaws and problems. The Little Prince finds the grown-ups curious and funny.

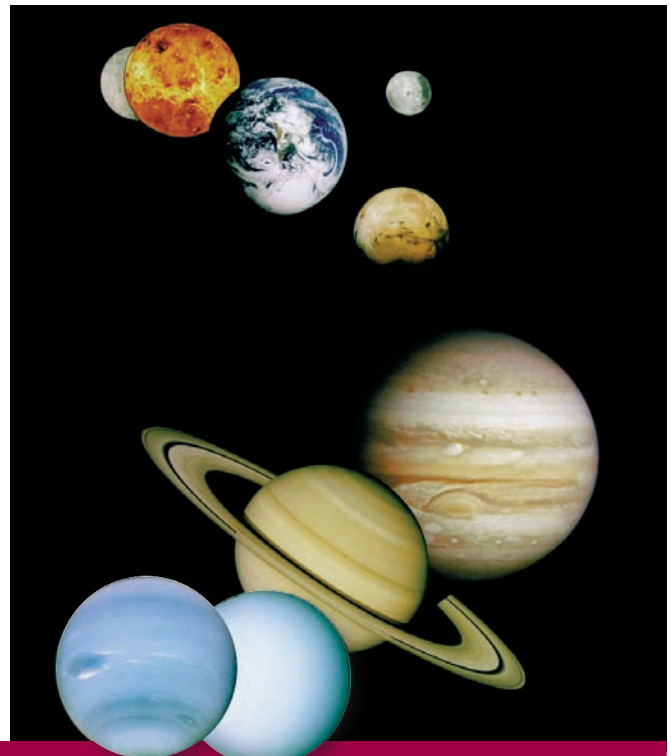
1. Ask students to imagine they are the Little Prince returning home to his rose. Think about the new planets they will visit and the people they will meet. What qualities will they possess? What will their planet look like? Will it be big, small, cold, mountainous, or will alien life forms exist? Do they ever return to their rose?
2. In writing, have students describe each planet and the person they met including their flaw and problem.
3. Encourage students to be creative in their writing. They may wish to brainstorm ideas with a partner or create several drawings to visualize their journey.
4. Students should visit three planets during their travels.

Alternate Extension: Have students use their knowledge and imagination to design a passport describing their travels to the new planets.

1. Have students fold the 9" x 6" construction paper in half to make a passport cover.
2. Staple the 5 ½" x 8 ½" paper inside for pages.
3. Pages should include information about each planet they visited.

MATERIALS:

- 9" x 6" construction paper
- 8 ½" x 5 ½" paper
- Stamps, stamp pads, stickers, etc.



Discussion Questions:

Fine Arts (Drama/Theatre): Analyzing and Responding
Standard B
SL.CCR.1

- ♦ What are the flaws of the grown-ups on the different planets?
- ♦ Do you believe all grown-ups have flaws? If so, give examples.



CRITICAL RESPONSE

We can better understand any complex work or experience when we slow down and first pay attention to what we notice, remember, feel, and wonder about.

Critical Response is a structured process that allows responders to pay close attention to a particular piece of art, text or a performance. Through the guidance of a facilitator or teacher, a group responds to these five questions:

1. What do you notice? (Describe without judgment: “I notice...”)

If judgment emerges, ask for evidence on which the judgment is based: What did you see that makes you say that?

2. What does it remind you of? How can you connect this work to your own life? (Examples may include a memory, music or other experience that this work triggers.)

When students access and share their prior knowledge they build more connections to the work. (There are no wrong answers or associations.)

3. What emotions do you feel as you respond to this work?

Describe feelings using one or two words. People tend to remember those things that they can connect to an emotion.

4. What questions does it raise for you? (“I wonder...”)

5. What meaning or understanding is intended or conveyed in this work? What do you think was the artist’s intent?

This tool engages and empowers all participants by setting them up for success. THERE ARE NO WRONG ANSWERS when people begin by describing or stating what they see and notice. Each participant has room to grow, connect, question, and draw meaningful insights from the work. Collectively, the community benefits from the whole, with meaning-making occurring through the sharing of all participants’ insights.

Critical Response is at the heart of Artful teaching and learning practice, grounded in Dr. James Comer’s idea that “No significant learning occurs outside of a significant relationship.”

For more information about Artful Tools, visit <http://opd.mpls.k12.mn.us/ArtfulTools.html>.

(Source: Perpich Center for Arts Education)