

Once Upon a Friend:  
Living Happily Ever After  
with Pipers, Pigs and  
Princesses.



An integrated,  
intradisciplinary unit  
teaching primary social skills  
through fairy tales.

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**Unit Title:**  
**Once Upon A Friend:**  
**Living Happily Ever After**  
**with Pipers, Pigs and Princesses**

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**OVERVIEW**

**I. CONTENT: (Why is this unit important?)**

For centuries character, morality, and appropriate social behavior have been the unnamed topics of children's fairy tales. Amidst the rapid pace of change in the world today, these topics, once the province of the home, have become necessary parts of school curriculum. This unit, joining primary social skills training with classic childrens' fairy tales, addresses these topics in a pedagogically sound yet wholly enjoyable and traditional manner.

**II. PROCESS: (How are the thinking skills developed?)**

While the goal of this unit is altered student behavior, i.e., exhibiting appropriate social skills at least within the school environment, such a behavioral change only occurs when a change in thinking takes place. This unit approaches student thinking on a variety of levels. Throughout the unit students are challenged to think critically, creatively, and philosophically about the both the stories and characters being explored as well as about the implications those stories and characters have for the students' own lives. Students demonstrate their thinking through hands-on, personally relevant research projects.

**III. PRODUCT: (What will kids do/know as a result of this unit?)**

Following the completion of this unit, students will not only be aware of socially appropriate behavior, but they will be able to critically assess both their own behavior and the behavior of others relative to current social norms. Also, students will be able to establish connections between their own lives and the lives of characters they know from books and stories.

**Unit Overview**

**GOAL 1:**

Students will develop an increased self-awareness, including an understanding of how what they say and do is influenced by how they feel and how they think about themselves.

**GOAL 2:**

Students will develop an increased awareness of others, including an understanding of prejudice and how it may be avoided.

**GOAL 3:**

Students will develop an understanding of the role manners, fairness, honesty and cooperation play in keeping our social interactions enjoyable and worthwhile.

**I-SEARCH INDEPENDENT RESEARCH PROJECTS**

**1. PARADOXES:**

"The more you give, the more you get." Using this phrase as the theme, create a mobile that combines pictures from fairy tales and your real life to illustrate this idea.

**2. ATTRIBUTES:**

Examine two fairy tales for "goodness" and "badness." What do all the good characters have in common? What do all the bad characters have in common? Create a checklist of things to look for when a fairy tale character is making new friends.

**3. ANALOGIES:**

Compare two fairy tales for similarities regarding two social skills, e.g., examine Rumpelstiltskin and Cinderella for examples of manners and fairness. Make a chart to explain the similarities.

**4. DISCREPANCIES:**

Many fairy tales end with "and they lived happily ever after." Explore what "and they lived happily ever after" means to people today by:

- 1) reading *The Frog Prince Continued* by John Scieszka;
- 2) surveying people outside of your classroom about what they think living happily ever after means; and
- 3) leading a class discussion on the possibility of living happily ever after.

**5. PROVOCATIVE QUESTIONS:**

Choose a fairy tale character and think about what he/she would like to be remembered for after his/her death. Write an epitaph for that character's gravestone.

**6. EXAMPLES OF CHANGE:**

As we grow older it is assumed that we learn more. Interview a student who is at least 3 grade levels above you. Ask questions about how that student thinks he/she has changed since being in your grade. Focus especially on social skills. Present your findings to the rest of the class in an oral report.

**7. EXAMPLES OF HABIT:**

The big, bad wolf in *The Three Little Pigs* developed a habit of "huffing and puffing and blowing the house down." While this appeared to help him in the beginning, eventually this habit became a problem for him. Choose 4 bad habits that students your age may have. Survey your class for those habits and make a graph showing how many students do or do not have each habit. Demonstrate for the class how someone might change one of the habits.

**8. ORGANIZED RANDOM SEARCH:**

Write your own "Cinderella" story where you are the main character and people who have used bad manners toward you are the "step-sisters." Try to match your plot to the original, but make everything contemporary. Don't forget to illustrate.

**9. SKILLS OF SEARCH:**

Read *The Berenstain Bears and Trouble with Manners*. Then set up an experiment to explore how people react to different manners. Keep a journal as your lab notebook and explore how three different people react (what they say and what they do) when you exhibit no manners, e.g., not saying please and thank you, not waiting your turn, interrupting. Then record how those same three people react to you when you are super-mannered.

**10. TOLERANCE FOR AMBIGUITY:**

Fairy tales are often filled with magic. In our own lives magic can be as simple as using the words "please" and "thank you." Learn a magic trick that involves a member of the audience. Make sure that you use the magic words "please" and "thank you" as the audience member assists you in performing your trick before the rest of the class.

**11. INTUITIVE EXPRESSION:**

Find a piece of music that has something to do with a fairy tale (e.g., *Sleeping Beauty* by Tchaikovsky or *Scheherazade* by Rimsky-Korsakov) or a piece that has something to do with a

social skill (e.g., Don't Worry, Be Happy by Bobby McFerrin.) Choreograph a creative dance to all or part of the piece. Your dance should be at least one minute long.

**12. ADJUSTMENT TO DEVELOPMENT:**

Use a camera to create a photo essay of the many options a person has when facing a problem. Begin with a picture of the conflict, then branch out to show ways of responding to that conflict.

**13. STUDY CREATIVE PEOPLE AND PROCESS:**

Study the life of one of the great fairy tale writers, e.g., Grimm, Anderson, Perrault, etc., and create a mural on a bulletin board in the classroom depicting both scenes from the writer's life as well as scenes from the stories by that author.

**14. EVALUATE SITUATIONS:**

Create a flowchart like computer programmers use to evaluate how to deal with a conflict on the playground.

**15. CREATIVE READING SKILL:**

Pick a fairy tale that has been told in a variety of cultures. Read at least three different versions of the same fairy tale. Write an annotated bibliography of the stories you found.

**16. CREATIVE LISTENING SKILL:**

Find a fairy tale that you have never heard of before in a book that has no illustrations. Have an adult read the story to you repeatedly until you are able to retell the story to your class.

**17. CREATIVE WRITING SKILL:**

Choose a fairy tale or a social skill as your topic. Choose a form of poetry to express your ideas about the topic you have chosen. Write a poem and present it to your class.

**18. VISUALIZATION SKILL:**

Create a flip book of a face as it changes from one emotion to another, e.g., from sad to happy.

**CRITICAL THINKING SKILLS**

**(ACADEMIC)**

**ANALYZING HUMAN ACTIVITIES! (AHA!)**

**(The 10 Foundational Activities of Humans)**

**1. PRODUCING, EXCHANGING, AND DISTRIBUTING [ECONOMICS]**

**KNOWLEDGE:**

After reading Jack and the Beanstalk, Rumpelstiltskin, and The Three Little Pigs identify the different exchanges that occur in each of the fairy tales, e.g., the cow for the beans in Jack and the Beanstalk, the ring for turning the straw into gold in Rumpelstiltskin, money for the bricks in The Three Little Pigs.

**COMPREHENSION:**

After viewing the Faerie Tale Theater videos of the exchanges in Jack and the Beanstalk, Rumpelstiltskin, and The Three Little Pigs, pairs of students will discuss reasons for each of the trades that happened in the stories, e.g., the pigs wanted materials to build a house and the salesmen were doing their jobs. Within the larger group, students will share the reasons mentioned.

**APPLICATION:**

Set up a trading fair for fairy tale objects. Students create the objects to be traded, e.g., gold pieces, magic beans, a cow, a hair ribbon, etc. in a variety of media, e.g., gold pieces out of clay

and covered with gold foil. Allow students to barter and negotiate to trade objects according to the value that they see in them.

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.)

As a class rewrite The Three Little Pigs so that the pigs buy materials other than straw, sticks, and bricks for their houses. Complete the new story according to what would happen because of the different materials. Compare and contrast the old and new stories. Focus on how trading for different materials alters the trading process. (Product: story)

Possible additional activity., Have individual students rewrite another of the fairy tales studied, changing the trade that occurred and completing the story according to the new circumstances.

## 2. TRANSPORTATION

#### KNOWLEDGE:

After reading Cinderella, using a flannel board, have children come up and match objects with the corresponding magically transformed part of Cinderella's transportation to the ball, e.g., pumpkin/coach, mice/horses, dog/footman.

#### COMPREHENSION:

After discussing in a large group the following hypothesis: if Cinderella were living today, what objects and creatures would be transformed into modern modes of transportation to get her to the ball, e.g., a running shoe into a sports car or a butterfly into an airline stewardess. Draw a picture of one of the transformations discussed or make up one of your own to draw. (Product: drawing)

#### APPLICATION:

Create a collage of alternative methods Cinderella could have used to get to the ball. (Product: collage)

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.)

Give each student a pumpkin and a child safe carving knife and spoon. Have the children hollow out the pumpkin and create their own version of what they imagine Cinderella's coach looked like. (Product: pumpkin sculpture)

Possible additional activity. Use a variety of fruits and vegetables to sculpt other modes of transportation.

## 3. COMMUNICATIONS

#### KNOWLEDGE:

After singing "If You're Happy and You Know It ... \*\* define communication. Brainstorm all the different ways people can communicate feelings, e.g., smiling, crying, yelling, etc.

#### COMPREHENSION:

While viewing clips from Beauty and the Beast, Sleeping Beauty, and Cinderella, identify different feelings that are being communicated and tell how they are being communicated, e.g., Cinderella's step-sisters communicate their dislike for Cinderella by yelling, Aurora expresses her feelings in a song.

#### APPLICATION:

Students pantomime feelings related to a particular situation, e.g., show without words how you would feel eating your favorite flavor of ice cream, show without words how you would feel moving away from your best friend. Rest of class identifies the feeling being mimed.

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.)

After reading *The Princess Who Never Laughed*, write a play entitled *The Princess Who Never Communicated*. Present the play with costumes, props and music to other classes in the school.

(Products: play, costumes, props)

\*Additional songs about feelings could be sung.

#### 4. PROTECTING AND CONSERVING

##### KNOWLEDGE:

After sharing the stories, identify how the adults in *Sleeping Beauty*, *Little Red Riding Hood*, and *Snow White* try to protect the children from danger, e.g., *Red Riding Hood's* mother warns her to stay on the path, the dwarfs tell *Snow White* not to open the door for anyone, the fairies cast a spell over the kingdom to make everyone sleep until *Aurora* is awakened.

##### COMPREHENSION:

After viewing segments from *Sleeping Beauty*, *Little Red Riding Hood*, and *Snow White* explain the reasons why the adults in these stories try to protect the "children" from harm, e.g., because they love them, they care about them, they don't want their feelings hurt, it's their responsibility.

##### APPLICATION:

Have students write notes to their own parents thanking them for trying to protect them from dangers in their lives. Be specific about how parents try to protect. (Product: thank you letter)

##### HIGHER ORDER THINKING SKILLS (H.O.T.S.)

Students identify people in the community whose job it is to protect others from danger, e.g., police, firefighters, doctors, dentists, teachers, playground aides, etc. Discuss how some of these people place themselves at risk in order to protect others. Pairs of students trace each other's body outline on butcher paper. Each child colors in own outline as one of the "protector" roles he/she admires. (Product: large scale drawing)

#### 5. PROVIDING EDUCATION

##### KNOWLEDGE:

Discuss the meaning of several of the following phrases:

Actions speak louder than words.	(Pied Piper)
April showers bring May flowers	(Cinderella)
Don't judge a book by its cover	(Beauty and the Beast)
The bigger they are the harder they fall	(Jack and the Beanstalk)
Great oaks from little acorns grow	(Cinderella)
A stitch in time saves nine	(Three Little Pigs)
Two wrongs don't make a right	(Cinderella)
Every cloud has a silver lining	(Sleeping Beauty)
Keep the wolf from your door '	(Three Little Pigs)
Laugh and the world laughs with you; weep, and you weep alone	(The Princess Who Never Laughed)

##### COMPREHENSION:

After examining *Pied Piper*, *Cinderella*, etc., explain how one or more of the above phrases is illustrated in these stories, e.g., *Cinderella's* choice to have her step-sisters and step-mother join her in the castle after she marries the prince shows that she understands that two wrongs don't make a right.

##### APPLICATION:

After viewing the scene from "*A Charlie Brown Christmas*," where everyone returns to help *Charlie Brown* decorate the tree, discuss how one or more of the above phrases apply to *Charlie*

Brown's story. In cooperative groups, role play selected proverbs in contemporary situations.  
(Product: role play)

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.)

Encourage each student to write a story or a book about a time when a proverb related directly to his/her life. (Product: story or book)

### 6. MAKING TOOLS

#### KNOWLEDGE:

After singing "Heigh Ho" from Snow White and the Seven Dwarfs, using a set of tools/utensils (e.g., broom, shovel, trowel, ax, flute, spoon, comb, etc.) used in Jack and the Beanstalk, Snow White, Little Red Riding Hood, Rapunzel, Cinderella, The Three Little Pigs, and The Pied Piper, e.g., the ax in Jack and the Beanstalk, the broom in Cinderella, the trowel in The Three Little Pigs, etc., match the tool with the fairy tale in which it was used.

#### COMPREHENSION:

Bring an object into school for a "tool fair/show and tell." Share (if possible, demonstrate) with the class how it can be used as a tool, e.g., a pair of sunglasses, an eraser, a handheld fan, a dustpan, a sponge.

#### APPLICATION:

After viewing the cake baking/dress making/house cleaning scene from Sleeping Beauty, discuss the fairy godmothers' use of magic to get their work done. Even though we don't have magic today, people from Aurora's time would consider microwave ovens and vacuum cleaners magical. Create a diorama of paper dolls (magazine pictures pasted to cardboard) recreating a scene from one of the fairy tales mentioned above showing characters using tools from today to complete their work, e.g., Jack cutting down the beanstalk with a chain saw, Cinderella vacuuming with a Hoover. (Product: diorama)

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.)

Divide the class into groups and give each group an actual tool from one of the fairy tales mentioned above. Students will brainstorm new and different ways of using the tool, i.e., using the tool in ways not originally intended, e.g., using a broom as a dance partner. Create a poster to market the product. (Product: poster/advertisement)

### 7. PROVIDING RECREATION

#### KNOWLEDGE:

After listening to Tchaikovsky's "The Sleeping Beauty," students repeat with words and actions the five basic positions of classical ballet as presented by the teacher, e.g., first position, second position, etc.

#### COMPREHENSION:

After identifying all of the fairy tales in this unit that have dance as a form of recreation, e.g., Snow White, Cinderella, The Three Little Pigs, students will share examples of the activities they perform for daily recreation.

#### APPLICATION:

As well as to have fun, people use recreation as a way to reduce stress. Choose a character from one of the fairy tales examined in this unit who needs more recreation to reduce their stress. Paint a picture of the character doing some kind of recreational activity to relieve their stress. (Product: painting)

#### HIGHER ORDER THINKING SKILLS (H.-O. T. S.)

After viewing clips of both classical and modern dance, within cooperative learning groups students will create a dance of their own.- (Product: dance)

Additional activity. Play the game "Duck, duck, goose" using a fairy tale theme, e.g., for Little Red Riding Hood play "Grandma, grandma, wolf."

## **8. ORGANIZING AND GOVERNING**

### **KNOWLEDGE:**

After the teacher breaks several classroom rules, e.g., chewing gum in class, putting feet up on desk, talking while someone else is talking, discuss what rules were broken. Find examples of rules/laws being broken in "The Three Little Pigs," e.g., the wolf destroyed the two little pigs' homes, lied to the third pig, etc.

### **COMPREHENSION:**

Discuss the need for rules re: the above rule breaking incident by the teacher and the need for fairness in their application. After reading *The True Story of the Three Little Pigs* by John Scieszka, and after viewing a clip from Faerie Tale Theater's *The Three Little Pigs*, infer from the wolf's behavior and from the story he tells what rules he is operating under, e.g., everybody has the right to a good meal, sneezing isn't against the law, etc. Discuss in a large group format.

### **APPLICATION:**

Discuss law enforcement in today's world, including what happens when somebody breaks the rules (in most countries). After brainstorming a set of well-defined rules for "The Three Little Pigs," role play the capture, arrest and incarceration of rule breakers in "The Three Little Pigs." (Product: role play)

### **HIGHER ORDER THINKING SKILLS (H.O.T.S.)**

Create a courtroom scene where the rule-breakers from the above application activity are put on trial for their transgressions. Include a plaintiff, defendant, attorney for the prosecution, attorney for the defense, judge, jury, court recorder, bailiff, and reporters to cover the trial. (Product: mock trial)

## **9. MORAL, ETHICAL, AND RELIGIOUS BEHAVIOR**

### **KNOWLEDGE:**

After viewing the fight scene on Hook's ship in "Peter Pan," discuss the reason that Peter wouldn't fly even though Hook was about to kill him, i.e., he gave his word. Talk about keeping promises and identify some phrases that relate to promises, e.g., cross your heart, give your word, word of honor, you have my word on it, true to his/her word.

### **COMPREHENSION:**

A pair of students takes a fairy tale from the ones studied in this unit and explains who is "giving their word" in the story and with whom the promise/agreement is made, e.g., the miller's daughter gives her word to Rumpelstiltskin to give him her first-born child or the princess gives her word to kiss the frog if she gets her ball back.

### **APPLICATION:**

After a discussion of different kinds of contracts, agreements, and giving one's word, e.g., marriage, home mortgage, job contract, etc., and a discussion of the reasons for keeping your word and the consequences of breaking your word, e.g., divorce, losing your home, losing your job, etc., students will give their word to someone else in the class, teacher or students to do something, e.g., "I give you my word that I will clean my desk every week."

**HIGHER ORDER THINKING SKILLS (H.O.T.S.)** Develop a service project (with the entire class) where the group agrees (gives their word) to complete some task around the school, e.g.,

regularly clean up the playground area. Create an advertisement notifying the rest of the school of your commitment to this task. Include why it is good for your class as well as why it is good for the school in the ad. Evaluate your performance at the end of the semester to see if you have kept your word. (Product: service project, advertisement)  
Additional activity. Analyze the Brownie/Cub Scout pledge or the pledge of allegiance.

## 10. AESTHETIC NEEDS

### KNOWLEDGE:

Brainstorm with students the qualities in fairy tales of someone who is "beautiful" and the qualities in fairy tales of someone who is "ugly," e.g., beautiful: fair complexion, slender figure, young, tiny feet (Cinderella); ugly: old and haggard, gruff voice, dark hair (evil queen in Snow White.)

### COMPREHENSION:

Categorize the characters of the fairy tales examined in this unit into groupings of "beautiful" and "ugly" by the following method:

- a) Two empty frames are located at the front of the class; one is like a "wanted" poster, the other like a lovely picture frame.
- b) Each student is given a picture of a character from one of the fairy tales studied in this unit.
- c) Going in order around the room (order determined by the teacher), students will come up to the front of the room and stand with their faces showing through the appropriate frame as the rest of the class recites the following poem:

"Mirror, mirror on the wall  
Who's the one that you will call?  
Is he ugly or is he fair,  
We will know when he is there."

### APPLICATION:

Using the Masterpieces coloring book, give each student two copies of one portrait from the book. Have the students color one of the portraits "ugly" and the other "beautiful."

### HIGHER ORDER THINKING SKILLS (H.O.T.S.)

Create a classroom display of five famous portrait prints in an art gallery format with the title of each painting in bold letters beneath the picture as well as a different colored dot beneath each. Using a page numbered 1 to 5, students rank the portraits from most beautiful to most ugly using the color label beneath it to identify the painting. Next to the ranking, students tell why they liked the most beautiful portrait and why they didn't like the ugliest portrait, e.g., smile, rosy cheeks, scary eyes, big nose. Encourage specificity in student evaluative responses. Create a graph of how the five portraits ranked. Discuss the results. Examine possibilities of how pieces of "great art" can be considered "ugly" and "beautiful" at the same time.

## 11. UNDERSTANDING SELF

### KNOWLEDGE:

Create a matching card game (one set for every two students) with a set of cards containing faces and feelings words from the "How are you feeling today?" poster and second a set of cards with the same feelings words but with faces from fairy tales studied in this unit depicting the appropriate feeling. After viewing a video of fairy tale emotions, e.g., Cinderella crying, Red Riding Hood scared by the wolf, Snow White surprised by the dwarfs, students play feelings match game with a partner.

### COMPREHENSION:

Students copy happy, sad, angry, and surprised faces from the board onto tagboard circles and paste the circles front to back on tongue depressors. As the teacher describes a particular scenario

from a fairy tale which would evoke one of the four feelings, students hold up the appropriate face, e.g., "when Cinderella's fairy godmother changes her ragged old clothes to a beautiful gown..." students will hold up the surprised face.

**APPLICATION:**

Given an outline of a head and a variety of eyes, ears, noses, mouths, and eyebrows, students create as many different emotions on the face as possible. Students share each facial expression with a friend before going on to a new one. Students tell which emotion is shown by the face created.

**HIGHER ORDER THINKING SKILLS (H.O.T.S.)**

Play music suggesting a specific feeling/mood. The students will move creatively to the music. Students freeze when the music is stopped. As the teacher moves around the room students tell the feelings they felt from the music and the feelings they were trying to express in their movements. (Product: creative movement)

**12. INDEPENDENCE**

**KNOWLEDGE:**

After listening to and singing the Raffi song "I Am Growing," using pictures of children at a variety of ages from birth to six or seven years old discuss what activities a person can do at each age, e.g., what can a new born do? eat, sleep, etc.; what more can a 3 month old do? smile, lift head, etc.

**COMPREHENSION:**

After reading Little Red Riding Hood, give examples of how Red Riding Hood going to grandma's house alone is like a child going to school for the first time alone, e.g., new experience, mom and dad don't go with you, can be scary, need to make decisions that can't ask mom and dad about, doesn't feel as safe as home.

**APPLICATION:**

Students create developmental timelines chronicling the ages/stages at which they were capable of doing various activities independently. Send letters home for parental assistance on ages of developmental milestones. (Product: timeline)

**HIGHER ORDER THINKING SKILLS (H.O.T.S.)**

After viewing "Home Alone," brainstorm activities students would like to do independently. Help students trim list according to developmental (social, mental, emotional, physical, legal) ability. Students select one activity to plan and do at home (with parental permission). (Product: independent activity plan)

**13. UNDERSTANDING OTHERS**

**KNOWLEDGE:**

After watching the opening of Faerie Tale Theater's The Three Little Pigs, name all the ways the three pigs were the same and all the ways the three pigs were different from one another.

**COMPREHENSION:**

Give examples of how we are all the same and examples of how we are different from each other. What if we had no differences, and we were all exactly alike?

**APPLICATION:**

Using a set of crayons with a wide variety of skin tone colors, create self-portraits. Frame and hang the self-portraits in the style of a gallery and put on a gallery opening of the art exhibition

"In Celebration of Our Differences." Have cheese, crackers and grape juice on hand. (Product: art gallery)

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.)

After showing an object that is different looking, i.e., one that students wouldn't know the purpose of, e.g., a honey dipper or an apple corer or a mandrel for making oboe reeds or another object specialized to a particular hobby, profession, or activity, brainstorm the use or purpose of the object. Eventually tell the true use and discuss the question, "Do we always know what something (or someone) is like by just looking at it?"

After reading *Beauty and the Beast* and analyzing the word prejudice (to prejudge someone) examine the story for instances of prejudice where characters perceive other characters before fully knowing or understanding them. Look for times the reader may also make "prejudgments" about characters before finishing the story (and having all the facts.)

Plan an "All-different Day" within the class without making anyone else in the school aware of it. Dress in an eccentric way, walk and talk differently, bring unusual foods for lunch (but all within the limits of acceptable school/classroom behaviors.) Pay special attention to how people behave toward you on "All-different Day." Was it easier to be different within class where everyone was different or outside of class where people were essentially the same and only you were different? What does this experience show you about prejudice? What do you think about prejudice now? How can we avoid prejudging others?

### 14. MANNERS

#### KNOWLEDGE:

After reading *Goldilocks and the Three Bears*, identify all of the bad manners Goldilocks shows in the story, e.g., going into someone else's house without being invited, taking food that belonged to someone else, breaking things that were not hers, etc.

#### COMPREHENSION:

Give examples of how Goldilocks could have shown good manners in the story, e.g., waiting to be invited in, ask for her own serving or wait to be offered food, wait to be offered a seat, ask permission to use others' things, etc.

#### APPLICATION:

Write a book of manners for fairy tale characters. Include all of the common manners, e.g., saying please and thank you, waiting your turn, not talking while someone else is, etc., as well as manners that might be specific to particular fairy tale characters' situations, e.g., not breaking off and eating portions of someone else's house (*Hansel and Gretel*). (Product: book of etiquette)

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.)

Discuss how we use different manners for different people/situations, e.g., our manners on the playground would be quite different from our manners in the principal's office. Analyze why it is appropriate to yell on the playground, but not in the principal's office. Invite the principal to the classroom for a "class experiment." Once in the room, have a student address the principal in a manner appropriate for a peer as in, "How ya doin', Dave?" Note the principal's reaction to such a greeting before explaining the nature of the experiment to him. Evaluate his response on a scale of 1 to 5 where a 1 is "no reaction" and a 5 is "extremely surprised."

### 15. FAIRNESS

#### KNOWLEDGE:

When students enter the room following recess there are pieces of candy on their desks. Some desks have 10 pieces, some desks have 5 pieces, some have 3, some have 1 and some are empty. Define fairness.

**COMPREHENSION:**

Students explain ways to make the "candy" situation more fair.

**APPLICATION:**

Make it so.

**HIGHER ORDER THINKING SKILLS (H.O.T.S.)**

Cinderella's step-mother and step-sisters were unfair to her before she married the prince, yet Cinderella was more than fair to them when she invited them to live in the castle with the prince and herself after the marriage. Tell about a time in your own life when you were fair to someone else even after that person had been unfair to you. Why did you choose to act differently toward them than how they acted toward you? Would you like others to make the same decision you did? Write a new "law of fairness" for use in or around school. (Product: law)

After reading *The Frog Prince*, analyze the deal made between the princess and the frog. What did each promise to do? What happened after the first part of the deal was completed, i.e., after the princess got her ball back? Did the princess really understand what she was promising when she made the promise? If so, was it fair for her to waft to complete her end of the deal? How are friendships affected by putting off things we promise to do?

**16. HONESTY/TRUST**

**KNOWLEDGE:**

After demonstrating a "trust fall" in the classroom (teacher stands upright and falls backwards into the arms of another adult they trust), students define "trust," e.g., believing in someone else, thinking another person will do what they say, thinking another person will do what we expect of them.

**COMPREHENSION:**

Using a definition from the previous activity, explain how various characters showed trust in the following fairy tales: *Little Red Riding Hood*, *Rumpelstiltskin*, *Snow White*, *The Pied Piper*, and *Hansel and Gretel*, e.g., *Red Riding Hood* trusted the wolf, *Snow White* trusted the huntsman, the *Piper* trusted the town council, etc. Dramatize each trust scene.

**APPLICATION:**

After viewing the *Berenstein Bears* video or the reading the book, *The Trouble with Strangers*, use each scene from the above activity to construct a contemporary scene showing the same trust situation, e.g., *Red Riding Hood* becomes a girl in your class with red hair (nicknamed Red) and the wolf becomes Mr. Wolf, a stranger on the sidewalk asking directions and asking Red to show him the way.

**HIGHER ORDER THINKING SKILLS (H.O.T.S.)** Should *Red Riding Hood* have trusted the wolf? Should *Snow White* have trusted the huntsman? Should the *Piper* have trusted the town council? How does one decide who to trust and who not to trust? Create a list of criteria for evaluating situations of trust to help students your age decide what to do when situations of trust occur and present the list in a videotaped commercial. Show the commercial to other classes.

**17. COOPERATION/RESPECT**

**KNOWLEDGE:** After viewing the scene from *Faerie Tale Theater's Hansel and Gretel* where Hansel and Gretel work together to free themselves from the witch, students identify what behaviors Gretel and Hansel did to cooperate, e.g., Gretel buried the food, Hansel substituted a stick for his finger when the witch checked him for fatness, Gretel pushed the witch in the oven, etc.

**COMPREHENSION:**

Give examples of how you act like Hansel and Gretel when you are working in our classroom, e.g., raising hand before talking, sharing crayons and scissors, handing out papers, etc.

**APPLICATION:**

Within cooperative learning groups, each group receives a puzzle to be put together. One piece from each puzzle has been replaced by a piece from one of the other puzzles. Leave it to the students to figure out how to get their own puzzles completed.

**HIGHER ORDER THINKING SKILLS (H.O.T.S.)**

After listening to and singing "We Are the World," discuss the theme of cooperation present in the song. Who needs to cooperate and why? Small groups create a dance that conveys cooperation through movement. (Product: dance)

**MORAL/ETHICAL/SPIRITUAL  
REASONING AND DILEMMAS**

**TEN SCENARIOS:**

**(Must be set in context of unit, but must also relate to the lives of today's students)**

**1. Producing, Exchanging, and Distributing [Economics]**

**DILEMMA:** Not following through on a promised exchange

Read the story "The Pied Piper." You accidentally kick your brand new soccer ball over the fence into a neighbor's yard. Your neighbor has a very big dog that has always seemed pretty mean to you. Your brother's friend offers to climb the fence into the neighbor's yard and get the ball in exchange for your favorite baseball card. You agree and watch as the friend climbs over, gets the ball, and even pets the dog on the head before returning. When he asks for the card, you offer him a more common card, saying that it wasn't a big deal for him to get the ball because the dog wasn't very ferocious after all. He still wants your favorite card. What do you do?

**2. Transportation**

**DILEMMA:** Weighing risks: being safe or being on time

Read "Little Red Riding Hood." You are at a friend's house. You stayed longer than you should have and now you will be late for dinner unless you go through the alley to get home. Your mother told you not to be late for dinner tonight or you will miss your favorite TV show. She has also reminded you repeatedly not to use the alley because it could be unsafe. What do you do?

**3. Communications**

**DILEMMA:** Spreading rumors

Read the story "Chicken Little." You overhear two kids saying things that you know are not true about a student in your class who is from a different country than them. What would you do?

**4. Protecting and Conserving**

**DILEMMA:** Protecting your reputation

Read The True Story of the Three Little Pigs. You see the student next to you looking at your paper as you are working on a test. You whisper to him to keep his eyes to himself. The teacher sees you whispering to the other student and, to make an example of you, takes away your paper for cheating. What would you do?

**5. Providing Education**

**DILEMMA:** Choosing between material goods and friendship

View the segment of "Sleeping Beauty" where, after returning from meeting her true love in the forest, Aurora is told by the fairies that she is a princess and will be returning to her father's castle to marry a prince. After being through a whole year of kindergarten and half of first grade with no good friends, you finally found someone you consider your best friend for the last 6 months. Now your dad is offered a great new job in another country. Your parents tell you that this new job would mean the family would

have money for some things you've been wanting for awhile such as a bike, your own room, and horseback riding lessons. How do you feel about the situation? Would you talk to your parents about it? Why or why not? What would you tell your parents? What would you say to your friend? How do you choose?

## **6. Making Tools**

DILEMMA: Using others' things without permission

Read "Goldilocks and the Three Bears." You have a picture due in school tomorrow. You left all of your art materials (markers, crayons, pens, etc.) in your book bag at school. Your sister owns the only markers in the house. She has told you many times not to use her things without permission. She is out and will not return before you have to go to bed. It would be possible to complete the assignment in pencil, but your teacher has told the class that only a color picture will be chosen for the school art gallery, in which you would really like to have one of your pictures. What would you do?

## **7. Providing Recreation**

DILEMMA: Peer pressure

Read "The Twelve Dancing Princesses." Your mother is in aerobics class in the school gym. She left you out on the playground to play but specifically asked you not to climb on the monkey bars while she is not around to supervise, even though you climb on them every day during recess at school. Your friends are climbing. Some kids (not your friends) start to call you "chicken" because you won't get on. Your mother won't be out for quite a while and wouldn't know if you just climbed on to prove that you're not a "chicken." What do you do?

## **8. Organizing and Governing**

DILEMMA: Letting others rule our decisions

Read "The Fisherman and His Wife." Your best friend suggests you play a trick on people by gluing a quarter to the sidewalk and watching what happens when people try to pick it up. You do and then hide and watch and laugh as kids spot the quarter and try to get it but can't. Next your best friend tells you to put a whoopee cushion under the teacher's seat. Again, you do so, and everyone laughs when the teacher sits down and makes such a noise (even the teacher.) Finally, your friend suggests that you play a joke on the shyest boy in class by pretending to teach the boy a trick where each of you rolls a quarter on its edge like a wheel around your faces. However, while your quarter is clean on the edge, the shy boy's quarter has pencil lead on its edge, leaving a black line on the boy's face' that he does not know about. What do you do?

## **9. Moral, Ethical, and Religious Behavior**

DILEMMA: Lying to protect what others think of you

Read "The Emperor's New Clothes." It's the first day of school and your new teacher (who everybody thinks is really cool) has just finished telling the class about his 35 foot sailboat. He asks if anyone else in the class has ever been sailing. Nearly everyone raises his/her hand including your two very best friends who, like you, have never been on a sailboat in their lives. Obviously they want the new teacher to think they are cool, too. What do you do?

## **10. Aesthetic Needs**

DILEMMA: Prejudice based on appearance

Read "The Frog Prince." You lose your favorite necklace on the playground and no one seems to care about helping you find it, except for a girl in your class with cerebral palsy. You aren't very close friends with the girl because you feel uncomfortable when you are around her. She finds the necklace, and you thank her. She tells you, "That's ok. I like helping friends." The girl invites you to play at her house several times, but you always make up an excuse to get out of doing so. When it comes time to plan your birthday party, your mother says you can invite all of the girls in your class, if you want. You don't want to leave anyone out, but you still feel uncomfortable around the girl. What do you do?

# **PRODUCTIVE THINKING SKILLS**

## DIVERGENT/CREATIVE THINKING

### 1. BRAINSTORM MODEL

#### A. BRAINSTORM ALL OF THE \_\_\_\_\_.

1. animals in fairy tales
2. boys in fairy tales
3. girls in fairy tales
4. parents in fairy tales
5. villainous characters in fairy tales
6. magic in fairy tales
7. feelings in fairy tales

#### B. BRAINSTORM AS MANY \_\_\_\_\_ AS YOU CAN THINK OF.

1. things you can do independently
2. things you can do with two or more people
3. manners
4. cooperative games
5. polite words
6. feelings
7. rules

#### C. HOW MANY WAYS CAN YOU COME UP WITH TO \_\_\_\_\_?

1. show someone you care about them
2. wake a sleeping princess
3. say thank you
4. outsmart a witch/wolf/evil queen...
5. apologize
6. forgive someone
7. live happily ever after

### 2. VIEWPOINT MODEL

#### A. HOW WOULD \_\_\_\_\_ LOOK TO \_\_\_\_\_?

- |                            |  |
|----------------------------|--|
| 1. a prefabricated home    | the three little pigs                      |
| 2. a pair of Birkenstocks  | Cinderella                                 |
| 3. Mickey Mouse            | the Pied Piper                             |
| 4. Arthur Murray           | the twelve dancing princesses              |
| 5. an issue of GO magazine | the emperor in "The Emperor's New Clothes" |
| 6. a chest cold            | the wolf in "three Little Pigs"            |
| 7. the seven dwarfs' house | Goldilocks                                 |

#### B. WHAT WOULD \_\_\_\_\_ MEAN FROM THE VIEWPOINT OF \_\_\_\_\_?

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1. Cockroaches                | the Pied Piper                     |
| 2. rainy day                  | Red Riding Hood                    |
| 3. a haircut                  | Rapunzel                           |
| 4. a house made of vegetables | Hansel and Gretel                  |
| 5. Weight Watchers            | the witch in "Hansel and Gretel"   |
| 6. a helicopter               | Jack from "Jack and the Beanstalk" |
| 7. a fairy tale               | your parents                       |

#### C. HOW WOULD Cinderella VIEW THIS?

1. a chauffeur driven limousine
2. a vacuum cleaner
3. an automatic dishwasher
4. a gown by Gucci
5. a Timex Triathlon watch

6. Prince Charles
7. snowshoes

**3. INVOLVEMENT MODEL**

**A. HOW WOULD YOU FEEL IF YOU WERE \_\_\_\_?**

1. a bully
2. always told you were stupid/smart
3. lied to by your best friend
4. cheated by your worst enemy
5. believed no matter what you said
6. helped in math by someone you thought you were smarter than
7. always compared to your older/younger brother/sister

**B. IF YOU WERE \_\_\_\_, WHAT WOULD YOU (SEE, HEAR, TASTE, SMELL, FEEL)?**

1. a piece of furniture in the three bears' house (feel)
2. an ingredient in the wicked queen's potion (smell)
3. a servant at Cinderella's ball (hear)
4. Rapunzel looking out the tower window (see)
5. a dwarf at a dinner cooked by Snow White (taste)
6. grandma's cap in Little Red Riding Hood (feel)
7. a newspaper in The Three Little Pigs (say)

**C. YOU ARE A \_\_\_\_ . DESCRIBE HOW IT FEELS.**

1. magic bean in Jack and the Beanstalk
2. golden ball in The Frog Prince
3. spinning wheel in Sleeping Beauty
4. bridge in Three Billy Goats Gruff
5. glass slipper in Cinderella
6. brush in Rapunzel
7. flute in The Pied Piper

**4. CONSCIOUS SELF-DECEIT MODEL**

**A. SUPPOSE YOU COULD MAKE FAIRY TALE CHARACTERS COME TO LIFE. IF THIS WERE TRUE, \_\_\_\_ ?**

1. who would you want to play with
2. who would you stay away from
3. how could you make school a more fun place to learn
4. who could help you make new friends
5. where would you take them / what would you do there
6. what games would you teach them
7. what would you ask them

**B. YOU CAN HAVE ALL OF THE \_\_\_\_ IN THE WORLD. HOW COULD YOU USE IT TO \_\_\_\_?**

- |                     |                               |
|---------------------|-------------------------------|
| 1. magic beans      | teach others how to cooperate |
| 2. gold             | teach others about fairness   |
| 3. happiness        | learn about loneliness        |
| 4. cooperation      | teach others independence     |
| 5. artistic ability | learn about manners           |
| 6. athletic ability | learn about honesty           |
| 7. musical ability  | learn about feelings          |

**5. FORCED ASSOCIATION MODEL**

**A. HOW IS \_\_\_\_ LIKE \_\_\_\_?**

- |                            |                        |
|----------------------------|------------------------|
| 1. the story of Cinderella | school                 |
| 2. being polite            | turning on a light     |
| 3. the big, bad wolf       | an amusement park      |
| 4. feeling lonely          | taking out the garbage |
| 5. baby bear               | yourself               |
| 6. sharing                 | growing flowers        |
| 7. the Pied Piper          | a television           |

**B. GET IDEAS FROM \_\_\_\_\_ TO IMPROVE \_\_\_\_\_.**

- |                                  |                         |
|----------------------------------|-------------------------|
| 1. Jack and the Beanstalk        | meeting new people      |
| 2. The Pied Piper                | homework                |
| 3. Sleeping Beauty               | your parents' fairness  |
| 4. Snow White                    | computers               |
| 5. The Bremen Town Musicians     | your respect for others |
| 6. The Twelve Dancing Princesses | manners                 |
| 7. Rumpelstiltskin               | school                  |

**C. I ONLY KNOW ABOUT \_\_\_\_\_. EXPLAIN \_\_\_\_\_ TO ME.**

- |                        |                       |
|------------------------|-----------------------|
| 1 Super Mario Brothers | The Three Little Pigs |
| 2. crayons             | cooperation           |
| 3. candy               | Rumpelstiltskin       |
| 4. school              | feelings              |
| 5. playground games    | The Frog Prince       |
| 6. finger painting     | fairness              |
| 7. numbers and math    | Cinderella            |

**6. REORGANIZATION MODEL**

**A. WHAT WOULD HAPPEN IF \_\_\_\_\_?**

1. everyone always lied
2. manners were only for children and not for adults
3. people wore signs on their foreheads telling how they were feeling
4. you could get others to cooperate with you just by pressing a button
5. children were considered adults when they started school
6. your parents always knew everything that you did
7. your teacher was your fairy godmother/godfather

**B. SUPPOSE \_\_\_\_ WHAT WOULD BE THE CONSEQUENCES?**

1. the three little pigs had hired architects
2. the prince in Rapunzel was a barber
3. Red Riding Hood owned, a motorcycle
4. the three bears had stayed home
5. the rats came back to Hamelin town
6. Cinderella broke her foot and was wearing a cast when the duke came
7. Jack and the giant became friends

**C. WHAT WOULD HAPPEN IF THERE WERE NO \_\_\_\_\_?**

1. fairy tales
2. children
3. manners
4. friends
5. schools
6. feelings
7. fears

**RESOURCES**

## **I. Teacher/Professional Books and Resources**

1. Abbott, Marti and Polk, Betty Jane. *Celebrating Our Diversity: Using Multicultural Literature to Promote Cultural Awareness*. Carthage, IL Fearon Teacher Aids, 1993.
2. Adamson, Elizabeth C. *Mind Your Manners: A Variety of Activities to Foster the Basic Concepts of Social Behavior*. Carthage, IL Good Apple, Inc., 1981.
3. Cincerelli, Carol Joy. *Integrating Literature, Language and the Arts Using the Tales of the Brothers Grimm*. Carthage, IL Good Apple, Inc. 1990.
4. Cincerelli, Carol Joy. *Integrating Literature, Language and the Arts Using the Tales of Hans Christian Andersen*. Carthage, IL Good Apple, Inc. 1990.
5. Clarkson, Atelia and Cross, Gilbert B. *World Folktales: A Scribner Resource Collection*. New York: Charles Scribner's Sons, 1980.
6. Cochran, Judith. *What To Do With The Gifted Child: Meeting The Needs Of The Gifted Child In The Regular Classroom*. Nashville, TN: Incentive Publications, Inc., 1992.
7. Cook, Shirley. *Linking Literature With Self-Esteem*. Nashville, TN: Incentive Publications, Inc., 1992.
8. Garcia, Adela. *Castles and Dragons*. Cypress, CA: Creative Teaching Press, Inc., 1990.
9. Gruber, Barbara and Gruber, Sue. *Fairy Tales: Theme Book*. Palos Verdes Estates, CA: Frank Schaffer Publications, Inc., 1991.
10. Grun, B. *The Timetables of History: A Horizontal Linkage of People and Events*. New York: Simon and Schuster, Inc., 1991.
11. Hirsch, E.D. Jr. *Cultural Literacy: What Every American Needs to Know*. New York: Vintage Books, 1988.
12. Hirsch, E.D. Jr. and Kett, J.F. *The Dictionary of Cultural Literacy: What Every American Needs to Know*. Boston: Houghton-Mifflin Co., 1988.
13. Martin, Mary. *Masterpieces: A Coloring Book*. Philadelphia, PA: Running Press, 1981.
14. Moore, Jo Ellen and Evans, Joy. *Fun With Fairy Tales*. Monterey, CA: Evan-Moor Corp. 1987.
15. Raboff, Ernest L. *Leonardo Da Vinci: Art for Children*. New York: Harper & Row, 1987.
16. Roalf, Peggy. *Children: Looking at Paintings*. New York: Hyperion Books for Children, 1993.
17. Roalf, Peggy. *Self-Portraits: Looking at Paintings*. New York: Hyperion Books for Children, 1993.
18. Roberts, Moss. *Chinese Fairy Tales and Fantasies*. New York: Pantheon Books, 1979.
19. Rosenberg Jane. *Dance Me A Story: Twelve Tales from the Classic Ballets*. New York: Thames and Hudson, Inc., 1985
20. Rosenberg, Jane. *Sing Me A Story: The Metropolitan Opera's Book of Opera Stories for Children*. New York: Thames and Hudson, Inc., 1989.
21. Singer, Dorothy G. and Singer, Jerome L. *Make Believe: Games and Activities to Foster Imaginative Play in Young Children*. Glenview, IL: Scott, Foresman and Company, 1985.
22. Suid, Murray and Lincoln, Wanda. *Ten-Minute Thinking Tie-Ins: Skill-Building Activities Across the Curriculum*. Palo Alto, CA: Monday Morning Books, Inc., 1992.
23. Sullivan, Diane. *Make Your Own Fable and Fairy Tale Books*. Huntington Beach, CA Teacher Created Materials, Inc., 1987.
24. Tryon, Leslie. *Goldilocks and the Three Bears "Everyone Has A Part Play Series" Retold in Rhyme*. Monterey, CA: Evan-Moor Corp., 1987.
25. Venezia, Mike. *Botticelli: Getting to Know the World's Greatest Artists*. Chicago: Children's Press, 1991.

## **II. Student Books Fiction**

1. *Grimm's Fairy Tales*, New York: Children's Classics, 1988.
2. Bates, Kathryn, Lee (edited by). *Once Upon A Time: A Book of Old-Time Fairy Tales*. New York: Checkerboard Press, 1993.
3. Breft, Jan (retold by). *Beauty and the Beast*. New York: Clarion Books, 1989.
4. Cole, Babette. *Prince Cinders*. New York: G.P. Putnam's Sons, 1992.
5. Cole, Babette. *Princess Smartypants*. New York: G.P. Putnam's Sons, 1991.
6. Galdone, Paul (retold by). *Rumpelstiltskin*. New York: Clarion Books, 1985. Hines, Paul (retold by). *Snow White*. Boston, MA: Little, Brown and Co., 1974.

7. Levin, Ina, M., ed. Goldilocks and the Three Bears. Huntington Beach, CA: Teacher Created Materials, Inc., 1992.
8. Levin, Ina, M., ed. The Three Little Pigs. Huntington Beach, CA: Teacher Created Materials, Inc., 1992.
9. Mayer, Marianna (retold by). The Ugly Duckling. New York: Macmillan Publishing Co., 1987.
10. Rogasky, Barbara (retold by). Rapunzel. New York: Holiday House, 1982.
11. Scieszka, Jon. The Frog Prince Continued New York: Viking Penguin, Inc., 1991.
12. Scieszka, Jon and Smith, Lane. The Stinky Cheese Man and Other Fairly Stupid Tales. New York: Viking Penguin, Inc., 1992.
13. Zelinsky, Paul O. (retold by). Rumpelstiltskin. New York: E.P. Dutton, 1986.

### **III. Non-Fiction**

1. Aiki. Communication. New York: Greenwillow Books, 1993.
2. Aiki. Feelings. New York: Greenwillow Books, 1984.
3. Crary, Elizabeth.. I'm Frustrated: Dealing-with Feelings. Seattle, WA: Parenting Press, Inc., 1992.
4. Crary, Elizabeth.. I'm Mad: Dealing with Feelings. Seattle, WA: Parenting Press, Inc., 1992.
5. Crary, Elizabeth. I'm Proud: Dealing with -Feelings. Seattle, WA: Parenting Press, Inc., 1992.
6. Freed, Alvyn, M. T.A. for Tots and Other Prinzes. Rolling Hills Estates, CA: Jalmar, 1983.
7. Hirsch, E.D. Jr. and Kett, J.F. A First Dictionary of Cultural Literacy: What Our Children Need to Know . Boston: Houghton-Mifflin Co., 1991.

### **IV. Educational Films/Videos**

1. Handling Emotions, The Human Race Club
2. Making Friends, The Human Race Club
3. Self-Esteem, The Human Race Club

### **V. Commercial Films/Videos**

1. Aladdin and His Wonderful Lamp, Faerie Tale Theater
2. Aladdin, Disney
3. Beauty and the Beast, Faerie Tale Theater
4. Beauty and the Beast, Disney
5. Cinderella, Faerie Tale Theater
6. Cinderella, Disney
7. Goldilocks and the Three Bears, Faerie Tale Theater
8. Hansel and Gretel, Faerie Tale Theater
9. Jack and the Beanstalk, Faerie Tale Theater
10. Little Red Riding Hood, Faerie Tale Theater
11. Puss In Boots, Faerie Tale Theater
12. Rapunzel, Faerie Tale Theater
13. Rumpelstiltskin, Faerie Tale Theater
14. Sleeping Beauty, Faerie Tale Theater
15. Sleeping Beauty, Disney
16. Snow White and the Seven Dwarfs, Faerie Tale Theater
17. Snow White and the Seven Dwarfs, Disney
18. Tale of the Frog Prince, Faerie Tale Theater
19. The Dancing Princesses, Faerie Tale Theater
20. The Emperor's New Clothes, Faerie Tale Theater
21. The Little Mermaid, Faerie Tale Theater
22. The Little Mermaid, Disney
23. The Nightingale, Faerie Tale Theater
24. The Pied Piper of Hamelin, Faerie Tale Theater
25. The Princess and the Pea, Faerie Tale Theater
26. The Princess Who Had Never Laughed, Faerie Tale Theater
27. The Snow Queen, Faerie Tale Theater
28. The Three Little Pigs, Faerie Tale Theater

29. Thumbelina, Faerie Tale Theater

**VI. Poetry**

1. Cheyney, Arnold, B. *The Poet[y] Comer*. Glenview, IL: Scott, Foresman and Company, 1982.
2. Webster, Chris. *Poetry: Brain Waves*. Dunstable, England: Folens Limited, 1990.

**VII. Drama**

1. Humperdinck, Engelbert. "Hansel and Gretel" (opera)
2. Mozart, Wolfgang Amadeus. "The Magic Flute" (opera)
3. Prokofiev, Sergei. "Cinderella" (ballet)
4. Tchaikovski. "Swan Lake" (ballet)

**VIII. Art Works**

1. Bronzino, Agnolo. *Portrait of a Young Man*
2. Da Vinci, Leonardo. *Female Portrait*
3. Da Vinci, Leonardo. *Mona Lisa*
4. Da Vinci, Leonardo. *Portrait of a Musician*
5. Da Vinci, Leonardo. *The Lady with the Ermine*
6. Durer, Albrecht. *Portrait of the Artist Holding a Thistle*
7. Kahlo, Frida. *Self-Portrait with Monkey*
8. Picasso, Pablo. *Self-Portrait with a Palette*
9. Rembrandt. *Self-Portrait*
10. Van Gogh, Vincent. *Self-Portrait with Straw Hat*

**IX. Resource People/Mentors**

1. Local Storytellers
2. Middle School Guidance Counselor
3. High School Guidance Counselor
4. Elementary Principal
5. Elementary Language Arts Coordinator
6. Librarian/Media Specialist

**X. Music**

1. If You're Happy and You Know It...
2. Disney, Walt. "Friend Like Me" from *Aladdin*
3. Disney, Walt. "Friendship" Sing Along Songs
4. Disney, Walt. "Heigh Ho!" from *Snow White and the Seven Dwarfs*
5. Disney, Walt. "How Do You Do?" from *Song of the South*
6. Disney, Walt. "in Harmony" from *The Little Mermaid* (series)
7. Disney, Walt. "Something There" from *Beauty and the Beast*
8. Disney, Walt. "The Best of Friends" from *The Fox and the Hound*
9. Jones, Quincy. "We Are The World"
10. McFerrin, Bobby. "Don't Worry, Be Happy"
11. Raffi. "I Am Growing"
12. Raffi. "The More We Get Together"
13. Rimsky-Korsakov. "Scheherazade"
14. Tchaikovski. "Sleeping Beauty"

**XI. Other Resources**

1. Peck-Gandr  (retold by). *Beauty and the Beast: A Paper Doll from the Enchanted Forest series and Story as Retold by Peck-Gandr *. Salt Lake City, Utah: Peck Gandr , 1989.
2. Peck-Gandr  (retold by). *Goldilocks and the Three Bears: A Paper Doll from the Enchanted Forest Series and Story as Retold by Peck-Gandr -d*. Salt Lake City, Utah: Peck-Gandr , 1992.
3. Peck-Gandr  (retold by). *Little Red Riding Hood: A Paper Doll from the Enchanted Forest Series and Story as Retold by Peck-Gandr *. Salt Lake City, Utah: Peck Gandr , 1988.