

The Little Prince^{*}



Book written by: Antoine de Saint Exupéry
Adaptation for the stage written by: Luciana Burcheri

Directed by: Dean Patrick Fleming

Teachers' Resource Guide developed by: Toni Hakem

***The Little Prince* - Cast and Production Team**

Book Written by Antoine de Saint Exupéry
Adapted for the Stage by Luciana Burcheri
Directed by Dean Patrick Fleming

CAST:

Daniel Brochu
Danielle Desormeaux
Alex McCooeye
Bill Rowat
Harry Standjofski

PRODUCTION TEAM:

Technical Director – Geoffrey Levine
Stage Manager – Melanie St-Jacques
Assistant Stage Managers – Shannon Hamilton & Danielle Skene

Costume Designer – James Lavoie
Set & Lighting Designer – Ana Cappelluto
Original Music by Harry Standjofski

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Understanding your Role as an Audience Member

Objective

To prepare the students for what is expected of them as audience members when attending a live theatre performance.

Lesson

Discuss and review theatre etiquette and the role of an audience member at the theatre.

As members of the audience, you are an important part of the theatrical experience and performance. Movies and TV shows are not affected by the audience, but live theatre performances are.

Students may be unaware of how disturbing they can be when they talk, eat, or rustle in their seats during the show - not only to other audience members, but to the actors on stage that can see and hear them out in the audience.

Audience reaction strongly affects the actors and the quality of the performance on stage. We certainly do not want a passive audience; actors need your response and feed your laughter, your applause etc... When appropriate, such reactions “fuel their fire” – but that response must be in co-operation with the action on the stage or it is off-putting and distracting to the performers.

Activity: Role Play

With students in small groups, they can role play specific theatre behaviours (positive and negative). Some students can play the role of the actors, while others are the audience members.

Extension Activity: Create your own mystery sentence

Have each student use the decoder (Appendix 1) to create a mystery sentence about going on a school trip. Once each student has created their mystery sentence, put all of the pieces of paper in a bag, and have each student pull one out and decode the sentence. If time permits, see if they can also guess who the author of the mystery sentence is!

Geordie Productions Theatre Rules and Etiquette

Please discuss the following Geordie Productions Theatre Rules prior to attending *The Little Prince* performance.

- Because of union rules and safety issues, NO CAMERAS, CELL PHONES, VIDEO CAMERAS, or other RECORDING DEVICES are permitted during the performance.
- NO FOOD OR DRINK is allowed in the theatre.
- Please LISTEN TO and RESPECT the instructions given by Geordie personnel and the theatre ushers. It is also important to communicate these rules to your group, especially in cases of emergencies.
- The show will BEGIN AT THE SCHEDULED TIME. If a group arrives late, the group will be seated at the back of the theatre so as not to disturb the rest of the audience and the performance.
- Please have your students REMAIN SEATED throughout the performance. If you must take students out of the theatre, please do so quickly and quietly so as not to disturb those around you.
- After the show, please have your group stay in their seats until your school is called on to exit. Our procedures are designed for the safety of your students, so please help us keep everyone safe by exiting as orderly as possible.

Understanding the various roles involved in theatre

Objective

To provide students with knowledge of the various roles and characteristics of theatre.

Lesson

Define and discuss the roles and characteristics with the class.

Preparation

- Ask students if they have ever attended a theatrical performance
- What was it called?
- Did they notice what types of jobs people were doing?

Brainstorm with students the different types of jobs found in the theatre. Get the whole class involved and discuss the purpose of the job, what they do and why they're important to the performance (List of roles provided below)

Repeat the process with characteristics (List of characteristics provided below)

Some of the various roles essential to producing a theatrical performance:

Actor/Actress - A male or female person who performs a role in a play, television show or movie.

Director - The person who oversees the entire process of staging a production.

Designer – An artist who creates visual elements of the production: sets, props, costumes, lights, sound or video.

Ensemble - A group of theatrical artists working together to create a theatrical production.

Playwright - A person who writes plays.

Stage crew - The technicians responsible for running the show. During performances, they change the scenery and run the lights and sound.

Stage manager - The director's liaison backstage during rehearsal and performance. The stage manager is responsible for the running of each performance.

Some of the many characteristics of theatre:

Costume - Clothing worn by an actor on stage during a performance.

Dialogue - The conversation between actors on stage.

Dress rehearsals - The final few rehearsals just prior to opening night in which the show is run with full technical elements. Full costumes and makeup are worn.

Genre - In literary and dramatic studies, genre refers to the main types of literary form, principally tragedy and comedy. The term can also refer to forms that are more specific to a given historical era, such as the revenge tragedy, or to more specific sub-genres of tragedy and comedy, such as the comedy of manners.

Gesture - An expressive movement of the body or limbs.

Make-up - Cosmetics and sometimes hairstyles that an actor wears on stage to emphasize facial features, historical periods, characterizations, and so forth.

Props (properties) - Items carried on stage by an actor; small items on the set used by the actors.

Rehearsal - Practice sessions in which the actors and technicians prepare for public performance through repetition.

Script -The written text of a play.

Stage - The area where actors perform.

Other theatre specific definitions that may be helpful to students:

Antagonist - A person or a situation that opposes another character's goals or desires.

Character - A personality or role an actor/actress re-creates.

Critique - Opinions and comments based on predetermined criteria that may be used for self-evaluation or the evaluation of the actors or the production itself.

Monologue - A long speech by a single character.

Play - The stage representation of an action or a story; a dramatic composition.

Protagonist - The main character of a play and the character with whom the audience identifies most strongly.

Theatre - To imitate or represent life in performance for other people; the performance of dramatic literature; drama, the milieu of actors, technicians, and playwrights; the place where dramatic performances take place.

(Definitions from SPARK in Education <http://www.kqed.org/assets/pdf/arts/programs/spark/theatervocab.pdf>)

Please see Appendix 2 for a Word Scramble activity using these terms.

Thinking Ahead...

Ask students to think about these definitions while viewing the play *The Little Prince*. Upon returning from the play, these characteristics will be used in another activity, where students will write their own review of the play.

Adaptation

Objective

*Students will gain an understanding of the concept of “adaptation” before viewing *The Little Prince* adapted from book to play.*

Lesson

Class discussion and exercise about the term “adaptation”.

It is important for students to understand that Geordie Productions’ play of *The Little Prince* is an adaptation of Antoine de Saint-Exupery’s 1943 novel *The Little Prince*. For an overview of *The Little Prince* please go here: <http://www.sparknotes.com/lit/littleprince/summary.html>

Preparation

Discuss with your class what an adaptation is.

Definitions you may wish to share with your students:

- a written work (as a novel) that has been recast in a new form; “the play is an adaptation of a short novel” (From: <http://dictionary.reference.com/search?q=adaptation>)
- The act or process of adapting. The state of being adapted. Something, such as a device or mechanism, that is changed or changes so as to become suitable to a new or special application or situation. (From <http://www.answers.com/topic/adaptation>)
- something that is adapted; specifically : a composition rewritten into a new form (From: <http://www.merriam-webster.com/dictionary/adaptation>)

Once students understand what an adaptation is, discuss the following:

- When we adapt (books to film or stage) is everything included? Why do they think certain pieces or storylines are left out?
- How does one decide on what to include and what to leave out?
- Are some storylines stronger in the adaptation than in the original?
- Have they ever seen a movie or play that is an adaptation? (ex. *The Lord of the Rings*, *The Cat in the Hat* etc...)
- What did they think of the adaptation?
- What is the difference between a book and a play? A book and a movie?

Critique an adaptation:

In small groups have students choose a piece of art (music, film, television show, play or novel) that is an adaptation.

Here is a suggested list:

The Lord of the Rings (R.R. Tolkien books adapted to film)
The Cat in the Hat (Dr. Seuss book adapted to movie)
Harry Potter series (books adapted to movies)
The Jungle Book (book adapted to animated movie and stage)
Batman (comic book adapted to movies)
The Chronicles of Narnia (books adapted to film)
Alice in Wonderland (book adapted for the stage and film)

As a group, have students compare the original to the adaptation. Areas to focus on:

- A brief description of the story.
- Were any storylines left out of the adaptation?
- Were any storylines more prominent in the adaptation?
- Were any characters left out of the adaptation?
- Were there any new characters in the adaptation?
- Which version did they prefer and why.
- If they were to adapt the original, how would they do it?

Play Discussion

Objective

*Students will demonstrate comprehension and analytical skills by reviewing the play *The Little Prince*.*

Lesson

Students will develop and communicate their opinions on the play by writing a critique.

As a class discuss the play *The Little Prince*.

Preparation

- Ask students what they thought of the play.
- What did they like? Didn't like?
- Who their favourite character was and why?
- What was their favourite scene?
- What did the rose mean? (Refer to Symbols, Motifs and Themes Lesson, pg.12)
- Discuss the symbols, motifs and themes and ask students how they see it fitting into the story and what they interpreted it to mean.

Brainstorming Activities

Ask students what types of activities they would like to complete using *The Little Prince* as their inspiration. Brainstorm with the class and as a class choose 2 to follow through with.

Everyone's a critic

Using the pre-play discussion on roles and characteristics in theatre, ask students to write a review of the play *The Little Prince*.

Be creative:

- have students create a 5 point rating scale on various characteristics
- brainstorm adjectives with students
- bring in reviews from local newspapers for students as examples

Note: We at Geordie would love to read everyone's reviews, if you'd like, please send a copy of the reviews to: schools@geordie.ca

Character Discussion

Objective

*Students will demonstrate comprehension and analytical skills by discussing the characters in the play *The Little Prince*.*

Lesson

*Class discussion on the various characters in the play *The Little Prince*.*

Characters to discuss:

Narrator/Aviator	The Rose	Fox
King	Businessman	Geographer
Lamplighter	Snake	The Scientists
Little Prince		

Please refer to: <http://lepetitprince2.tripod.com/character.html> for more information on these characters.

Preparation

Using the lesson on symbols, themes and motifs (pg.12) and knowledge attained from viewing the play *The Little Prince*, discuss the various characters and their roles with students.

Some areas you may wish to focus on:

- Their relationship to The Little Prince and his travels
- Their purpose in the play
- Specific scenes they were in
- The effect they had on The Little Prince
- Have students ever met someone who has the same characteristics as the people the Prince meets on the various planets?

Appendix 3 has a word scramble using the characters from the play.

Alternative Activity for older students

Students will choose 1 character from the play and analyze their role in the story and their significance in meeting The Little Prince.

Character Discussion Part 2

Objective

*Students will further analyze characters in *The Little Prince* by learning about archetypes and applying them to the story.*

Lesson

*Class discussion on archetypes and their role in *The Little Prince*.*

Archetypes are commonly used in all art forms in order to display an idealized version of a person or object. They are not only found in various art forms but also in advertising and their role is to evoke feelings in us. In the case of advertising these feelings are to prompt us to buy a product through identification. In art, these feelings are meant for us to identify with a character, whether it be positive or negative. Archetypes are so prevalent in our society that we begin to identify with certain ones and they can shape our personality and be used to explain why we may act in certain ways. Through subtle images and the unconscious mind we tend to view objects as archetypes as well, for instance we associate the feeling of warmth with yellow and the sun.

For more information on archetypes:

Jung, C.G. (1991) *The Archetypes and the Collective Unconscious* – 2nd edition

Preparation

Discuss archetypes as a class.

Some suggested archetypes to begin the discussion with:

- The sidekick- seen in action hero comics and movies, example Robin from Batman
- The Hero/Heroine – example Batman
- Star crossed lovers – example Romeo and Juliet
- Ask students if they can come up with any archetypes? If they are stuck, suggest that they use Fairy Tales as a base.
- What archetypes can be found in *The Little Prince*?

For example: The King represents our need for control and to rule others

The Little Prince represents our inner child - curiosity, innocence

Archetypes in media

Have students choose one of the characters from *The Little Prince*. Once chosen they will describe the archetype this character portrays in the story. They will then use that archetype to describe a character they have seen in film, television or literature with the same portrayal.

Areas to focus on:

- Choose a character from *The Little Prince* and describe its archetype
- Choose a character from another book, movie or television show with the same archetype
- Describe that character and its role/purpose.

Symbols, Motifs and Themes

Objective

*Students will gain an understanding of some of the various symbols, motifs and themes found in *The Little Prince*.*

Lesson

Discuss the following symbols, motifs and themes with your class in a way that is meaningful to them.

The following symbols, motifs and themes are found in the play of *The Little Prince*. As a class discuss them and encourage students to participate by giving their take on what it means. You may wish to read the book *The Little Prince* by Antoine de Saint-Exupery or watch the movie before attending the play.

Symbols

Symbols are objects, characters, figures, or colors used to represent abstract ideas or concepts.

The Stars: The stars in *The Little Prince* symbolize the far-off mystery of the heavens, the immensity of the universe, and at the end, the loneliness of the narrator's life.

The Desert: In this capacity, the desert symbolizes the narrator's mind. Made barren by grown-up ideas, the narrator's mind slowly expands under the guidance of the little prince in the same way that the deadly desert slowly transforms itself into a place of learning and, once the well appears, refreshment.

The Trains: The trains represent the futile efforts we make to better our lot. Again the trains can also be representation of our fast paced world and how we forget what is important. We have become so consumed by keeping up and going at a fast paced that we rush by what is important and have a harder time dealing with it.

Water: By the story's end, the drinking of water emerges as a clear symbol of spiritual fulfillment.

Motifs

Motifs are recurring structures, contrasts, or literary devices that can help to develop and inform the text's major themes.

Secrecy: All the characters the little prince encounters before coming to Earth eagerly and openly explain to him everything about their lives. But the little prince finds that on Earth, all true meanings are hidden. We may never find all the answers but to Saint-Exupéry that is not the point, the point is the search for answers, remaining explorers on journeys to seek these answers. As the fox said “anything essential is invisible to the eye”.

The Narrator's Drawings: The narrator's illustration of his story emphasizes Saint-Exupéry's belief that words have limits and that many truths defy verbal explanation. The narrator used to draw a lot as a child but adults did not really enjoy his drawings and as such he gave it up. Drawing for the narrator became a journey back in time, to his days of child-like innocence.

Taming: The fox is the first character to explain that in order to be truly connected to another, certain rites and rituals must be observed, and two people must give part of themselves to each other. Taming is the process of creating ties to others, something that is often undermined. The Little Prince has created ties to his rose, and that is why he wants to return home. His life has been enriched by this tie.

Serious Matters: The concept of “serious matters” is raised several times in the novel, and each time, it highlights the difference between the priorities of adults and children. Saint-Exupéry believes that adults have prioritized the wrong ‘serious matters’. Instead of prioritizing money, business and keeping up with others, we should be prioritizing the people in our lives and connection to others. Also like children, serious matters should be those that include imagination.

Themes

Themes are the fundamental and often universal ideas explored in a literary work.

Relationships teach Responsibility: The Little Prince teaches that the responsibility demanded by relationships with others leads to a greater understanding and appreciation of one's responsibilities to the world in general. The story of the prince and his rose is a parable (a story that teaches a lesson) about the nature of real love. We are taught by the Little Prince that it is more important to give than to receive.

The Dangers of Narrow-Mindedness: The little prince represents the open-mindedness of children. He is a wanderer who restlessly asks questions and is willing to engage the invisible, secret mysteries of the universe. Saint-Exupery was also expressing that as we get older we tend to forget what is important but that children are aware of these things. We see this by how he describes adults; dull and superficial compared to how he depicts children; open-minded, curious and full of life. He hopes that by remaining open-minded we do not lose our child-like view of the world.

Enlightenment through Exploration: Through a combination of exploring the world and exploring their own feelings, the narrator and the little prince come to understand more clearly their own natures and their places in the world. One can also view The Little Prince as the aviator as a child. As the aviator is stuck in the desert he re-encounters himself as a child and begins to focus on what is important.

(Information taken from: <http://www.sparknotes.com/lit/littleprince/themes.html>)

As a class discuss these symbols, motifs and themes. It is important for students to also create their own meaning of this story and the significance of it. Saint-Exupery believed that children saw things differently than adults, using his ideology, ask students what they think these symbols, motifs and themes represent.

Additional Resources

Quinn, Edwards (2006) A Dictionary of Literary and Thematic Terms

Circonflex (1997) Give Me A Sign

Biographies

Objective

Students will conduct research and learn about The Little Prince author Antoine de Saint-Exupery through the use of biographies.

Lesson

Students will work collaboratively to research and write Saint-Exupery's biography and will also have a chance to write a biography.

"If you want to build a ship, don't drum up people together to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea"

"The meaning of things lies not in the things themselves, but in our attitude towards them."

Saint-Exupery

Antoine de Saint-Exupery led a fascinating life. He was born in 1900 in Lyons, France. Enthralled with adventure and flying he was a member of the French Army Air Force. He began writing about his journeys while working as a pilot delivering mail in remote areas of the Sahara.

Saint-Exupery rejoined the French Air Force when World War II broke out; in 1940 he fled to the United States but was unable to join their air force due to his age. As a result, Saint-Exupery began writing again, only this time he used his past experiences to draw and write what would become his most famous story, *The Little Prince* (1943). Mystical and enchanting, this small book has fascinated both children and adults for decades. In the book, a pilot is stranded in the Sahara where he encounters a tiny prince from another world traveling the universe in order to understand life. From his journeys, the little prince discovers the true meaning of life. At the end of his conversation with the Little Prince, the aviator manages to fix his plane and both he and the little prince continue on their journeys.

(Take from: <http://www.pbs.org/kcet/chasingthesun/innovators/aexupery.html>)

Preparation

As a class discuss biographies (the tale of someone's life as told by another)

- Have they ever read one or seen one on television?
- What aspects are important in a biography?
- Do they accurately reflect someone's life or are they just another's perspective on it?

Class Project

As a class, students will conduct research on Antoine de Saint-Exupery's life. Brainstorm areas to focus on (his early life, personal life, education, other novels written etc...) You may wish to divide up the class by who is responsible for a certain aspect of his life or you may choose to divide the research based on books and other sources of information. Included is a list of suggested biographies, it is important to encourage students to also conduct their own research.

Student Biographies

Once the class has completed Saint-Exupery's biography, it's time that they write their own. Have students choose random pairs (choose from names in a hat, or based on numbers they draw from a hat). They will interview each other and write a short biography on their partner. It is up to the student (and the knowledge they've learnt with the class on researching biographies) to determine what types of questions to ask and what information is important to include in the biography. Students may wish to bring in pictures of themselves or other mementos one may find included in a biography and also to assist the author in gaining enough information.

Suggested list of books:

Schiff, Stacy (1995). *Saint-Exupéry: A Biography*

Webster, Paul (1993) *Saint-Exupéry : vie et mort du petit prince / Paul Webster ; traduit de l'anglais par Claudine Richetin*

Saint-Exupéry, Antoine de (c1986) *Wartime writings, 1939-1944 / Antoine de Saint-Exupéry ; translated by Norah Purcell ; with an introduction by Anne Morrow Lindbergh*

Cate, Curtis (1970) *Antoine de Saint-Exupéry : his life and times*

Online Resources:

<http://www.antoinedesaintexupery.com/>

<http://www.lepetitprince.com/en/>

Additional resources on teaching biographies:

Manning, Maryann "Biographies". *Teaching Pre K-8*. Mar 2001. FindArticles.com. 27 Aug. 2008. http://findarticles.com/p/articles/mi_qa3666/is_200103/ai_n8948100

Instant Personal Poster Sets: Biography Report: 30 Big Write-and-Read Learning Posters Ready for Kids to Personalize and Display With Pride! From Scholastic

Ellen J. Stanius. Metuchen, N.J. : Scarecrow, (1971) *Index to short biographies: for elementary and junior high grades* <http://www.bham.wednet.edu/bio/biomak2.htm>

Relationships and Responsibility

Objective

Through a class project students will become responsible and build relationships.

Lesson

Class discussion on responsibility and relationships. A project about responsibility and relationships is included.

The Fox teaches The Little Prince about responsibility and relationships.

Some quotes from their conversation:

Fox: I have a secret for you; we can only see clearly with the heart. Anything essential is invisible to the eye

Fox: It's the time you spent on your rose that makes your rose so important

Fox: People have forgotten this truth. But you mustn't forget. You become responsible for whatever you've tamed. You're responsible for your rose.

Preparation

As a class discuss the quotes above.

- What do students think the Fox is telling The Little Prince?
- What are their experiences with responsibility?
- Have they ever cared for someone/something? Ask them to share that experience with the class

Ask the class what they would like to grow and take care of, some examples: plants, toy dinosaur eggs that hatch, herbs/vegetable.

Once that has been decided upon and the necessary materials have been acquired, have each student be responsible for taking care of their (plant, flower etc...).

Writing Activity

Have each student write a short story about a time when they were responsible for taking care of someone/something and how it made them feel.

Planets

Objective

For students to learn about planets and our solar system.

Lesson

Small group project on planets and the solar system.

In small groups, assign 1 planet to each group. Each group will be responsible for sharing information with the rest of the class on that planet.

Some areas they may focus on:

- Age of the planets
- How far is it from Earth?
- Are there any inhabitants?
- Vegetation? Water?
- What is the weather/atmosphere like?
- Description of the planets and pictures.

Online activities

These activities will assist students in completing their planet project

Mars Build a World

<http://mars.jpl.nasa.gov/funzone/marsbuildaworld/>

Make a Planet

<http://www.kidsastronomy.com/fun/make-a-planet.htm>

Make a Solar System

<http://www.kidsastronomy.com/fun/make-a-solar-system.htm>

Mars Rocket Launch

http://spaceplace.nasa.gov/en/kids/mars_rocket.shtml

For younger students:

Ask students to draw a planet; it could be based on a real planet or their imagination. Please go to Appendix 4 for a planet word search.

Online Activities

Memory game

<http://www.kidsastronomy.com/fun/memory.htm>

Shape Matching game

http://www.kidsastronomy.com/fun/shape_match.htm

The following resources are included to assist students in expanding their knowledge on planets and our solar system. We encourage you to take the topic as far as possible with your students if the interest is there.

Resources:

Rabe, T. & Ruiz A. (1999) There's No Place Like Space: All About Our Solar System

Cole J. & Degen B. (1992) The Magic School Bus Lost in the Solar System

Time for Kids Magazine & Rudy, Lisa (2005) Planets!

Simon, Seymour (2007) Our Solar System

McGraw-Hill Editorial (2003) Complete Book Of Our Solar System

Sipiera, Paul P (1997) The solar system: a true book

Scott, Elaine (2007) When is a planet not a planet?: the story of Pluto

Nicolson, Cynthia Pratt (2007) The jumbo book of space

Rau, Dana Meachen (2006) Spinning in space: a book about the planets

Online Resources:

<http://www.kidsastronomy.com/>

<http://www.kidsgeo.com/geography-for-kids/index.php>

The Little Prince's travels

Objective

Students will use their imagination in order to develop and create one of the planets The Little Prince visits.

Lesson

Students will choose 1 planet that The Little Prince visits and will write their description of what life is like there and will also use art to support their vision.

The Little Prince visits several different planets on his travels before reaching his final destination - planet Earth. Brief descriptions are given about these worlds and their inhabitants, enough to provide the audience with a taste of what life is like there. Have students choose 1 of the following 4 worlds and by using their imagination, and the information already provided on these worlds have them continue to describe it.

Preparation

Ask students if they have travelled anywhere.

- Where did they go?
- How did they get there? What was that like?
- Ask them to share their travel stories and experiences with each other

Students will write a creative essay describing their vision of 1 of these planets and will include art pieces (paintings, drawings, dioramas etc...) to support their description. There is no right or wrong answer to this, the purpose is for students to use their creativity and imagination.

The worlds:

1st small planet with the King

2nd planet with Businessman

3rd planet with the Lamplighter

4th planet with the Businessman

Areas for students to focus on:

- Name of Planet
- Who lives on the planet/ describe its inhabitants
- Age of planet
- Visual layout
- Vegetation/wildlife
- Weather

Asteroid B-612

Objective

Students will learn about asteroids

Lesson

Class lesson and activity on asteroids

For your consideration:

All About Asteroids

During the formation of our solar system, hundreds of thousands of particles were pulled by Jupiter's gravity rather than being spread out through space. These minor planets, or asteroids, are the products of the protoplanetary disc – dense rings of gas surrounding a newly formed star.

Most asteroids orbit within an area between Jupiter and Mars known as the asteroid belt. These relatively small objects look like tiny specks of light from earth, if they are visible at all. For decades scientists tried to identify specific asteroids, but it wasn't until 1801 when Giuseppe Piazzi identified the first asteroid: 1 Ceres. As of April, 2006, 330,795 asteroids have been named, and we are constantly finding more.

The possible impact of asteroids and comets with the Earth's surface could be catastrophic. We need only refer to the extinction of dinosaurs to illustrate this reality. Scientists have made efforts to more closely observe asteroids and detect possible threats.

Beginning with the first close-up images in 1991 by the probe Galileo, we continue to make new efforts of discovery. The three most potentially dangerous groups of asteroids are Apollos, Amors, and Atens. We are also able to learn about asteroid impact from the effects they have had on other planets and their satellites.

A suggested list of additional resources is provided should students demonstrate an interest for more information on Asteroids. We encourage you take student's interest on asteroids as far as possible should they ask for it.

(From: <http://www.space.com/asteroids/>)

Class Discussion:

- What do students know about asteroids?
- What are they?
- How are they formed?
- How many are there?
- What do they look like?

The Little Prince's Home

We know very little about The Little Prince's home. Based on class discussions on space and asteroids and what has been mentioned in the play, describe The Little Prince's home in art form.

Additional Resources:

Orme, D & Orme H (2006) Let's Explore Comets and Asteroids

Kortenkamp J, Stephen (2008) Asteroids, Comets, and Meteorites

Kraske, Robert (1995) Asteroids: Invaders from Space

Mist, Rosalind (2005) Could an Asteroid Hit the Earth?: Asteroids, Comets, Meteors, and More

Simon, Seymour (1994) Comets, meteors, and asteroids

Branley, Franklyn Mansfield (1982) Dinosaurs, asteroids, & superstars : why the dinosaurs disappeared

Ridpath, Ian (2004) Facts on File stars & planets atlas

Peebles, Curtis (2000) Asteroids: a history

Online Resources:

<http://www.space.com/asteroids/>

<http://www.enchantedlearning.com/subjects/astronomy/asteroids/>

<http://www.solarviews.com/eng/asteroid.htm>

Online activities about Asteroids:

<http://www.enchantedlearning.com/subjects/astronomy/asteroids/weblinks.shtml>

Deserts across the World

Objective

For students to learn about deserts around the world and their various characteristics.

Lesson

Using information and resources provided on deserts, share that information with your students in a manner that is meaningful to them.

The Little Prince landed in a desert on Earth and when we meet up with him a year later he returns to the desert in order to try and get home.

Discuss the following with your class:

- Ask them if they can name any deserts
- List of deserts:

Sahara	Australian Desert	Arabian Peninsula
Turkestan	North American Desert	Gobi
Patagonia	Thar Desert	Kalahari Desert
Takla Makan	Atacama Desert	

- There's also what is known as a cold desert: Antarctica

From: http://www.worldalmanacforkids.com/WAKI-ViewArticle.aspx?pin=x-de041700a&article_id=214&chapter_id=5&chapter_title=Geography&article_title=Deserts

Desert Characteristics:

What types of characteristics do deserts have?

Like oceans no two deserts are the same, but there are certain things they all have in common:

- Super-dry air
- Little rain....less than 10 inches a year
- High daytime temperatures
- Lots of wind

From: <http://www.livingdesert.org/deserts/default.asp>

Types of Deserts:

What types of deserts are there?

Desert landscapes have traditionally been divided into five types:

- sand
- stony
- rock
- plateau
- mountain

From: <http://www.copiapoa.info/online/desertchar.htm>

World Desert Project

In small groups students will be given a desert from the list above to research. They will re-search the following:

- Plant Life
- Animals
- Geographical Location
- Human Influences

Desert Arts and Crafts

For younger students here are some arts and crafts ideas involving deserts:

- Create coloured sand to create a desert landscape (you can use some rocks too)
- Create a small desert by growing various types of cacti in a small box on a windowsill
- Using construction paper students can create a snake, like the one *The Little Prince* met. See: <http://www.dltk-kids.com/animals/snakes.htm> for various snake making activities.
- Create cacti by using Styrofoam, paint and toothpicks.
- Re-create the set of *The Little Prince*

Express Assignments

Character Art

Have each students create a puppet of their favourite character from the play *The Little Prince*. Let their imaginations run wild by providing as many materials (diverse and common) as possible.

An example of what can be done:

<http://www.artsncrafts-ideas.com/salt-dough-little-prince.php>

Map out The Little Prince's journey

Have each student create an adventure map of the journey The Little Prince took.

Extend the story

Have each student write a story about what happened next to The Little Prince. What other journeys may he have taken? What happened to his rose?

Appendix 1

Activity: Geordie Productions Word Scramble

Use the decoder to create a mystery phrase or sentence about taking a class trip. Once you're done, give your work to your teacher so you can share with the class.

A	B	C	D	E	F	G	H	I	J	K	L	M
4	10	20	21	1	16	8	25	3	17	26	13	7

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
11	15	22	5	18	9	24	12	2	6	23	14	19

Appendix 2

Activity: Theatrical Vocabulary Word Scramble

Unscramble the words, based on the theatrical definitions discussed in class.

Someone who comes up with the play's main story	LTHRIAGYPW	
Where the play takes place	GEAST	
The person who is in charge	TCIDORER	
A person who takes on a role	OTCRA	
Things used in the play	SOPPR	
Worn during the play	UTSCEMO	
A group of actors in a play	MELEENSB	
What actors study to know their lines	TPSICR	

Appendix 3

Activity: Word Recognition

Re-arrange the letters to correctly spell character names from *The Little Prince*.

XFO :

GIKN :

RTAAIVO:

NKAES:

TTIELL NCRIFE:

EOSR:

NBSUAEINMSS:

PLLAERMHGTI:

EOGGPHRRAEE:

Appendix 4

Planet word search

U	Y	R	U	C	R	E	M
R	E	T	I	P	U	J	A
A	P	S	U	N	E	V	R
N	E	P	T	U	N	E	S
U	L	E	A	R	T	H	U
S	A	T	U	R	N	T	O

Planets to look for:

Neptune

Mercury

Mars

Earth

Uranus

Venus

Jupiter

Saturn

With the left over letters finish this sentence:

Until 2006, there was also a 9th planet and its name was _____.