



## The Gazette

### **Activities & Curriculum Ideas for home and classroom**

**All Pikes Peak Reads *Tales from the Arabian Nights***

**Presented by *The Gazette* ♦ Pikes Peak Library District**

**October 2 – 22, 2005**

All Pikes Peak Reads (APPR) is a literary program designed to involve everyone in El Paso County in the reading and discussion of a single book each year. The APPR 2005 book selection, *The Arabian Nights Entertainments*, is edited by Andrew Lang and brings together the best of the *Tales from the Arabian Nights* in a version that is suitable for readers of all ages while keeping the original essence of the tales intact.

APPR 2005 is presented by *The Gazette* and Pikes Peak Library District, in partnership with: The Gay & Lesbian Fund for Colorado, PPLD Foundation, *The Colorado Springs Independent*, Friends of PPLD, UCCS THEATREWORKS, The Colorado College, Pikes Peak Community College, and Manitou Art Theater.

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**Your comments and feedback are welcome!**

***The Arabian Nights Entertainments* edited by Andrew Lang**

The Pikes Peak Library District selected *The Arabian Nights Entertainments* edited by Andrew Lang and published by Dover Publications, because the translations are suitable to all ages of readers, the Dover edition contains beautiful illustrations, and because it included the most familiar stories from *Nights*. Lang's translation of the *Arabian Nights* has been popular with parents and children alike since its first publication in 1898. The stories of Aladdin, Sinbad the Sailor, and Ali Baba and the Forty Thieves are among the most famous tales ever told. These fantastic fables featuring exotic and romantic imagery have provided inspiration for Western travelers, writers, artists, and poets since the 18<sup>th</sup> century.

# Introduction for Elementary

*Arabian Nights* is most appropriate for elementary students, including early elementary students. Teachers are encouraged to select the tales best suited to their students. To encourage elementary teachers to participate, we have selected picture books and devised discussions and activities based on those books. While we are not excluding the selected Lang version, we believe that more elementary teachers – and students – will participate through the use of picture books and the use of familiar stories.

According to the introduction penned by Mary Pope Osborne, “By the end of the 1800s, many Europeans and Americans had a passion for the exotic tales of glittering palaces, ingenious poor heroes, resourceful slave girls, rare treasures, and magical transformations.

“Over the centuries, countless creative artists have also fallen under the spell of the *Arabian Nights*. Operas, symphonies, ballets, plays, musicals, films, and paintings have reflected elements of these tales. Poets and other writers, such as William Wordsworth, Hans Christian Andersen, Alfred Lord Tennyson, the Brothers Grimm, Robert Louis Stevenson, Edgar Allan Poe, T. S. Eliot, James Joyce, and William Butler Yeats, all make references to the *Arabian Nights* in their work.

“Charles Dickens wrote about the effect the tales had on his imagination: ‘Now all common things become uncommon and enchanted to me. All lamps are wonderful; all rings are talismans. Common flower-pots are full of treasure . . . trees are for Ali Baba to hide in.’”

Osborne continues by telling us that “Scheherazade” is a story about the magic of storytelling. Good stories help us forget our sorrows and angers. They connect us to different times and places and help us embrace our true values and beliefs.

“To encounter a genie rising from a lamp – to hear the mysterious words, ‘Open, Sesame!’ – to ride through the sky on an ebony horse – is just as thrilling today as it was many centuries ago. No matter what culture a child comes from, he or she is linked to the past and to society at large by the world’s great treasury of stories. The *Arabian Nights* are essential jewels in that treasure chest.”



**OPEN, SESAME**

# ELEMENTARY ACTIVITIES

**These activities are designed for students in grades K – 5. However, the upper elementary teachers may prefer to select activities from the middle-school section.**

**Teacher’s note:** The first section of activities relate to specific picture books, which are appropriate for elementary students. For activities to correspond to *The Arabian Nights Entertainment: Aladdin, Sindbad, and 24 Other Favorite Stories*, edited by Andrew Lang, see the middle-school section. Many times students will be asked to predict an outcome and then to confirm or to correct their predictions. Periodically ask students to summarize the tale up to that point and to ask questions, particularly about the characters’ behavior. You may want to use a chart:

Problem	Solution

Whenever possible, different academic disciplines are included:

1. art – have students draw the various scenes
2. art – coloring sheets are included at the end of this unit
3. music – listen to the classic, “Scheherazade” CD (Michelle Kwan skated to it.)
4. music – listen to the “Aladdin” CD and sing along
5. music – Tales and Scales at the end of the unit
6. geography – have maps available
7. world culture – see the separate unit
8. math – some math “problems” are listed under the tales
9. math – the importance of the numbers used in the stories – if any
10. science – the “magic” of science is included under “magic”
11. oral tradition – see the storytelling section; see the list of performances and the end of this section
12. character development – see the separate section

As these tales are read, keep in mind the three main elements or actions:

1. If there is a problem there is a solution;
2. Endurance can enable a crisis to reach a solution; and
3. Fantastic elements help the protagonists to maintain their endurance. (Ramadan)



2. Have a map available to point out the locations of the stories.
3. Discuss with students why the *Arabian Nights* have been passed down through the ages and why they are still so popular today.
4. Remind students that they will encounter different versions of the tales, depending on which books they read. And that is part of what enriches the tales: each storyteller making the story his or her own. Encourage students to read and to compare different versions of the same tales.
5. Play the “telephone game,” whereby students whisper a phrase to each person down a line and the end person relates the phrase and the first person decides whether the phrase was repeated correctly. Relate this activity to the art of verbal storytelling.
6. Prepare students for this big hurrah - if one of your final activities is to hold a storytelling festival. (See storytelling festival suggestions at the end of the unit.)
7. Provide the various foods mentioned or hold a feast at the end of the unit.
8. Remember that the emphasis is on enjoying the tales.

1. It appears that *Tenggren’s Golden Tales from the Arabian Nights* is a valuable picture book to use with younger students, as the reading level is geared to early elementary and as the unfamiliar vocabulary is less than in other versions.

### **“SCHEHERAZADE OR THE STORY OF THESE STORIES”**

Setting: Arabia

Characters: King Shahriar, his Grand Vizier, Scheherazade, Duniyazade

Pronunciations: Scheherazade (Shi-heh'-ri-zahd), King Shahriar (Sharh'-rah-yahr)

For discussion:

1. After the wedding ceremony, Scheherazade whispered to her sister, "Do not fail me, little one. Remember well what we planned." Predict what they had planned.
2. After it is revealed in the story that Scheherazade asked Dunyazade to ask her to tell a story, students are to confirm or to correct their predictions.
3. This is one of the few times where the king's reason for allowing Scheherazade to live for a thousand and one nights is revealed. Discuss the king's reason: "In that time, the King forgot his sorrow and his wish for revenge. Because of Scheherazade, he lost his distrust of women. Little by little, he had come to love her, for her beauty and goodness, her wisdom and skill."
4. Discuss what societies seem to value about women today.
5. Remind students to pay attention to how women are described throughout the tales.



**"ALADDIN AND THE WONDERFUL LAMP"** (For a more detailed version, use Philip Pullman's retelling.)



Setting: China, traveled to Africa

Characters: Aladdin, his mother, the stranger who says he is Aladdin's uncle, The Princess, the Emperor, the Vizier

Food: bread, fruit, roast duck, pastries, wine; food growing on the trees: emerald pears, ruby apples, cherries, peaches of opal; the genie of the lamp brought roast meats, fruits, tarts, and wines.

Vocabulary: palanquin, tarnished

For discussion:

1. Why does Aladdin mother's mistrust the stranger?
2. Aladdin is described as being a child of the streets who did nothing to help his mother. Do you like Aladdin at this point? Note how he changes throughout the story (He's a round character.) Why would being a child of the streets seem glamorous? As we know, there are homeless shelters for teenagers. Discuss why some teens may live on the streets.
3. Since Mary Pope Osborne quoted Charles Dickens as enjoying the *Arabian Nights*, ask students whether *Oliver Twist* could have been patterned after Aladdin.
4. The stranger says that he returned after forty years because he was homesick. Ask students whether they have ever been homesick? What did they do to resolve it?
5. Ask students to pay attention to the use of numbers throughout the tales. Some scholars believe that there is a Biblical reference to the number forty.
6. The stranger says that he recognized Aladdin because "he looks exactly as my brother did when he was a child." Ask the children whom they resemble. Would that statement cause the mother to suspect the stranger or would she have no knowledge of what her former husband looked like as a child? Were photographs in existence then?
7. The stranger won over the mother and Aladdin by giving them gifts. What are the warnings that children are given today about accepting gifts from strangers? About talking to strangers?
8. This version doesn't explain why the stranger/magician needs Aladdin to go down into the earth to retrieve the lamp. Teachers may want to clarify this further by using the Pullman retelling, which also allows the introduction of another version.
9. The magician tells Aladdin that he must hurry because the magic ring has allowed only a short amount of time. Predict what will happen to Aladdin.
10. The magician gives Aladdin his ring to wear and tells him, "Put it on your finger. It will keep you from all harm if you hurry." (Pullman's version has Aladdin finding the ring in the cave.) What harm does the magician anticipate?
11. Have students clarify their prediction of what would happen to Aladdin. And, now, have students predict whether Aladdin will be saved.
12. The genie of the ring and the genie of the lamp both follow Aladdin's commands. Ask students what they would request of genies.
13. Have students predict what will happen when Aladdin's mother visits the Emperor to tell him that Aladdin wishes to marry the Princess.
14. In this version, it is the Emperor who suggests that Aladdin build a palace for the Princess, whereas in Pullman's version, it is the Vizier who suggests it. Does it make any difference to the story?
15. This version provides a more detailed description of the palace Aladdin plans to build: "Build a palace in the royal garden to match the beauty of the Royal Princess. The walls are to be of solid gold and the windows framed with jewels. The furniture is to be of ebony, ivory, and teakwood, carved and encrusted with jewels. The dishes must be of gold and alabaster. There must be barns and stables, with coaches and fine horses. A

carpet of beautiful design and a canopy of shining satin are to lead from the Emperor's palace to the new home of the Princess." Have students design their own palaces.

16. This version has Aladdin sharing his new-found wealth. He commanded the genie to "give each of my men a pot of small gold coins to scatter among the crowds as we ride by." What does this gesture tell the readers about Aladdin's generosity? What does it tell the readers about his remembering his earlier life of poverty and on the streets?

17. After the Emperor had consented to the marriage, the princess was brought in and "she immediately fell in love with him." Explain the custom of arranged marriages and ask students what they think of the custom.

18. The servant girl decided on her own to trade the old lamp for a new one being peddled by the magician who had been looking for an opportunity to retrieve his magical lamp. Ask students to predict what Aladdin's reaction will be when he returns.

19. The sleeping powder is mentioned in this version. Compare with the Pullman's version of how Aladdin rescued the Princess.

20. Discuss whether it is a fitting ending.

21. Discuss the lessons to be learned.

(See Aladdin coloring sheets after the Pullman's *Aladdin*.)

## **"ALI BABA AND THE FORTY THIEVES"**

Setting: Persia

Characters: Kassim, his wife, Ali Baba, his wife, the forty thieves, Morgiana, Ali Baba's son

Pronunciations: Ali Baba (Al'-lee-bah-bah)

### For discussion:

1. This version explains better why Ali Baba was in the woods in the first place: he earned his living cutting and selling firewood. Why would that information help support the story?

2. Have students predict whether Ali Baba will be discovered hiding in the tree.

3. Again, point out to students the use of the number, 40.

4. After the thieves leave, Ali Baba decided to investigate the cave. In this version, he fills his cloak with gold and jewels, while in other versions he takes only a little gold that he believes the thieves would not notice was missing. Which of the two plans seem to be smarter? What do the two versions tell about Ali Baba's character? Ask students what they would have taken (if anything).

5. This version differs in that it is Ali Baba's idea to bury the treasure, while in other versions it is the wife's. Does that point make any difference in the story?

6. In this version, the sister-in-law rubs the inside of the measuring cup with a bit of fat, while in other versions she rubs it on the bottom of the cup. Do both versions have her

achieving her purpose (of finding out what it is they want to measure)? In both cases, does she use her brains to solve her problem?

7. When Kassim visits the hiding place, he is overcome with greed. Have students predict what will happen to him.
8. When Kassim is ready to leave, he can't remember the magic words and tries several versions, including "Open, barley," "Open, Rye," "Open, Caraway," and "Open, Fennel." Ask students for other suggestions he could have tried.
9. In this version, Kassim's body is cut into quarters, while in another version it is cut into six parts. Does this change the story any?
10. In this version, Morgiana lived with Kassim instead of with Ali Baba. However, she moves to Ali Baba's house later. Does this make a difference to the story?
11. Morgiana is described as loyal, brave, and very wise. Ask students to look for examples that prove that she deserves those descriptors.
12. This version is the only one that explains the houses being marked with chalk. How does that detail promote Morgiana's importance?
13. The stranger asks to stay overnight at Ali Baba's and is granted the request. Would people allow strangers to stay in their houses now?
14. This version ends with a wedding. Compare this wedding with the one in Aladdin.

## **"THE CALIPH AND THE CUCUMBERS"**



Setting: Cuzah

Characters: Caliph Maan Ben Zaideh, a farmer

Food: cucumbers

Vocabulary: chamberlain, prosperous, alms, embarrassment, drought

### For discussion:

1. Ask students what they recall about Colorado's drought during the past two years and how that affected crops.
2. The Caliph is famous for being free with his money. Have students predict whether he will buy the cucumbers at a fair price?
3. Why did the Caliph think it was okay to deceive the farmer about his true identity?
4. Predict what the Caliph will pay for the cucumbers.
5. Explain the practice of bartering. Teachers may want to have items available in the classroom for students to barter for.
6. Before the amount of the payment is determined, have the students do the math.
7. The Caliph's main quality appears to be his generosity. Ask the students whether they agree with that. What is the lesson to be learned?
8. The story ends with the Caliph eating cucumbers for two weeks. Ask the students whether they like to eat cucumbers.

## **“THE MAGIC HORSE”**

Setting: Persia

Characters: King Sabour, his wife, his three daughters, his son

Vocabulary: content, envied, embroidered, curious, extraordinary, encrusted, courtiers, saber, enraged, intruder, pining, stern

For discussion:

1. The characters are described in glowing terms. Ask the students to describe their own families using flattering adjectives.
2. One of King Sabour’s character flaws is that he “was always seeking rare and costly things which would make him talked about and envied.” Ask students what items they would like to possess that would make them be talked about and envied. What would they consider to be extraordinary gifts?
3. Ask students to compare their lists with what the magicians offer to King Sabour as the story unfolds.
4. In this tale, as in others, the king offers his oldest daughter to be wed to the first magician who offers the guard statue. The second magician asks for the second daughter’s hand in marriage. And, the third magician asks to marry the youngest daughter. Discuss marriage customs.
5. King Sabour’s greed is paramount to this story. Ask students to look for examples where the greed causes problems. (the youngest daughter being unhappy about having to marry an old man)
6. Have students predict whether the young son will return to earth.
7. The Prince uses logic to figure out that since there is a knob to ascend, there should be a knob to descend. What does that fact tell us about the Prince’s intelligence? Predict whether the Prince will use his cunning more during the story.
8. In this version, the Prince offers to fight in combat to win the Princess. Predict the outcome of his fighting 40,000 men at the same time.
9. To ease his new wife’s homesickness, they plan to visit. Discuss the importance of family.
10. The Prince also says that he cannot allow his youngest sister to be unhappy by marrying the older magician and that the flying horse must be returned. What does that statement tell the readers about the Prince?
11. The King replies that he, too, has “learned that there is nothing more precious than the happiness of our loved ones.” Ask students how they make their loved one happy.
12. Discuss the lessons of this tale.



## **“THE FISHERMAN AND THE AFREET”**

Setting:

Characters: fisherman, an afreet (a monstrous demon)

Vocabulary: carcass, entangled, bewitched, desperately, ancient, afreet, eternal, imprisonment, impatient, accursed, wisp

For discussion:

1. The story open with the fisherman casting his net “four times, and only four times” casting his net each day. What times of day do you think he cast? Would any of those times be better than others for catching fish? Why four times and not three or six, for example?
2. Predict what he has caught when he found the net very heavy.
3. How would a donkey’s carcass be in the sea?
4. Why is he overjoyed with bringing in a copper jar? What does he plan to do with it?
5. Predict whether he will be able to sell it “for at least three gold pieces.”
6. What is the significance of the copper jar being sealed ‘with a strange and ancient seal’?”
7. What do you think is in the jar?
8. Who is King Solomon whom the afreet disobeyed hundreds of years ago?
9. Review the afreet’s plan to reward the person who set him free: 1) master of all the weather 2) grant three wishes 3) choice of way to die. How does this master plan reflect the afreet’s ideas of what is important?
10. How were fishermen supposed to know that the afreet had this plan?
11. Why would being “master of the weather” be considered the greatest gift? If you were master of the weather, what plans would you incorporate?
12. If you could be granted three wishes, what three wishes do you want?
13. Usually in these tales, the number of wishes is three. Why do you think that is? Is there any significance to that number?
14. Obviously, the fisherman is upset that he had done a good deed and, in return, he was going to be killed. What would be a more appropriate reward?
15. The fisherman believes that “. . . a man can get what he wants by using his wits.” How did the fisherman outsmart the afreet?
16. In this version, the fisherman let the afreet out of the bottle again. Why did he do that? Didn’t he learn from his mistake the first time?
17. Were you surprised that the afreet kept his word, allowing the fisherman to “return to your home and free nothing”?
18. What are the lessons to be learned from this tale?

## **“THE SLEEPER AWAKENED”**

Setting/geography: Baghdad, Tigris River

Characters: Abou Hassan, four neighbors, Caliph Haroun al-Raschid

Vocabulary: amuse, astonished, merrymaking

For discussion:

1. If you had significant wealth, what would you do with it? Would you share it with your friends? Would you spend it on your friends?
2. After his friends abandon him when he no longer has money, he decides to “pass the time with strangers . . . to see them only once.” Will this plan work?
3. Can you buy friendship?
4. Were those people really his friends?
5. Abou Hassan met strangers and took them home for dinner. Plan and/or prepare an appropriate dinner. (See the World Culture section on food.)
6. He complains that he has four neighbors who speak against him; “Every day for no reason at all, they spread all sorts of tales about me.” Why do they do that? Don’t you think that there has to be a reason? What could it be?
7. Unfortunately, people sometimes find it fun to gossip about others. What do you suggest to stop people from gossiping?
8. Why did Caliph Haroun al-Raschid disguise himself as a merchant? What did he learn by doing so?
9. Abou Hassan asks the Caliph to punish the four neighbors. Predict whether he will.
10. What would be an appropriate punishment for talking against someone?
11. The Caliph smiled when he thought of a way to help Abou Hassan and “amuse himself at the same time.” What do you think he plans to do?
12. Was this a good or a bad trick to play on Abou Hassan?
13. How did the people convince him that he actually was the caliph?
14. As the caliph, Abou’s first order of business was revenge on his four neighbors. What did he order them to do?
15. What evidence does Abou have that it wasn’t just a dream?
16. Was it too severe for the four neighbors to be banished from Baghdad?
17. If you could invite anyone home for dinner, whom would you invite? Explain your choice.
18. Many times people enjoy playing practical jokes on others. What is the criteria for the joking not to go too far? Do you enjoy April Fools’ Day? Do you enjoy playing jokes? How do you feel when you are the brunt of the joke?
19. The caliph is entertained with musical instruments. Research what musical items were available then. Students could also entertain with musical instruments. (See Tales and Scales information.)

## “SINBAD THE SAILOR”



Setting: Baghdad, East Indies

Characters: porter, Sinbad, servants of King Miharjan

Food: fruit

Vocabulary: miserable, magnificent, anchored, plunge, heaved, voyage, idle

For discussion:

1. Write verses about different aspects of your life.
2. In his first voyage, Sinbad says that “one day the captain anchored at a beautiful little island.” Knowing that the ship was bound for the East Indies, use a map to make an educated guess as to the name of the island.
3. Scientifically, is it possible for a great whale to have slept so long that grass and trees grew on him? Speculate how long that would have to be.
4. Research whales.

Vocabulary related to the second voyage:

Companions, turban, clambering, slaughter, ferocious, cannibals

For discussion:

1. He says when he awoke, he heard the “shrill cry of a bird.” Look up what birds live in that part of the world.
2. How did he become marooned on the island?
3. Research rocs.
4. Was that a good plan to tie himself to the roc’s leg? Predict what will happen.
5. Is he accurate in his belief of how the merchants gathered the diamonds?
6. Can snakes be THAT big? Prove or disprove.
7. What can the people do to protect themselves from the hideous giant? Can they escape?
8. Another danger encountered is an enormous serpent. Sinbad seems to conquer one major obstacle after another. Does he have superhuman powers? Whom would you compare him to? Popeye? McGuyver? Superman?

Vocabulary related to the third voyage:

Blotting, linter, coconuts

Setting: Sarandib

Characters: Old Man of the Sea

Food: fruit



Music: “Baby Elephant Walk”

For discussion:

1. What caused the Old Man of the Sea to relinquish his hold?
2. Where is the City of Apes?
3. Research apes.
4. We don’t hear about Sinbad’s other four journeys in this version. Therefore, students need to tell the other four tales.

## **“THE MAN WHO NEVER LAUGHED”**

Setting: Baghdad

Characters: Caliph Haroun al-Raschid, Grand Vizier, man

Food: coffee

Vocabulary: hookah, squandered, prosperous, black cloud, luxurious, accustomed, trifle, mourning, misfortune, destined

### **For discussion:**

1. The caliph shared his thoughts: It is good to be alive in our land at this time. We are blessed to live in America. Share your thoughts about what is so wonderful about our country.
2. The caliph tries to problem solve for the young man. For example, if he needs work, we'll find it for you. Can all problems be resolved?
3. His employer had told him never to ask why the servants were so sad and silent – and why they weep. Predict whether he will ask.
4. A saying comes to mind: curiosity killed the cat. What does that expression mean? Is it true?
5. The sad man was not allowed to open a small door in the far corner of the room. Based on his previous behavior, predict what he will do. Do you see him as a strong or a weak person?
6. There are people in the world who are extremely sad. What can kids do to ease their sadness? Brainstorm situations and resolutions. For example, lonely senior citizens can be connected with students through Silver Key's grandparents program.
7. A basis of the United States is the right to “life, liberty, and the pursuit of happiness.” What does that mean? Does that pertain to only U. S. citizens or to all who live in this country?
8. Each person is responsible for his or her own happiness. What makes you happy? What makes you laugh?

## **“THE SERPENT QUEEN”**

Setting/geography: Greece, Lydia, Persia

Characters: Daniel, Emperor of Persia; Daniel's wife; Daniel's son, Hasib; Queen of the Serpents

Food: honey

Vocabulary: unfortunate, precious, astonishment, timidly, hemmed, coiled, foretold, encrusted, impatient, befriended, inheritance

### **For discussion:**

1. Why did the Emperor of Persia invite Daniel to be one of his counselors?
2. This tale points out the importance of knowledge, wisdom, and education. What do your parents tell you about having a good education? How are knowledge and wisdom attained?

3. America is considered to be the land of equal opportunities. Do you agree with that premise? Prove or disprove it.
4. The pirates thought Daniel was strange because he valued words (his manuscripts) more than gold. What possessions do you value? During the Holocaust, many people hid books and tried to take books with them into the ghettos and the concentration camps. Why would books be considered so important?
5. Do you have a personal library? What books do you treasure?
6. Daniel wrote down “the best of the teachings of human wisdom.” What did he write?
7. Hasib learned to be a woodcutter. In some countries, students start vocational training early in high school. What do you think of that educational plan?
8. The Queen of the Serpents makes Hasib promise that he won’t go to the public bath. Predict what he will do.
9. The queen appears to believe in fate when she says, “There is little we can do to change what is foretold.” What is fate? Is she referring to fortune tellers?
10. Research honey, honey bees, and honeycombs.
11. Why did Hasib finally take the vizier to the Queen of the Serpents?
12. Predict the queen’s plan.
13. They seem to practice natural medicines. What should people eat and drink for their health? What is the food pyramid? Do you eat healthy foods? What do you think about schools being required to serve only healthy foods? Should soft drinks be sold in schools? What is the epidemic of overweight American children? What is the solution to that issue?

## **“THE POOR MAN’S DREAM”**

Setting/geography: Baghdad, Cairo

Character: the poor man

Vocabulary: hovel, shrill, caravan, vagabonds, unfortunate

### **For discussion:**

1. The poor man dreams his dreams. What were they? What are your fondest dreams?
2. Whom would you consider to be the most unfortunate person on earth? Who’s the most fortunate? What caused the “good fortune”?
3. The poor man calls the judge “O Learned One.” What terms of respect do we use for judges?
4. Research what it takes to become a judge and the different types of judges.
5. With the retirement of Justice Sandra Day O’Connor, a new Supreme Court judge will be appointed. Research the justices who comprise the Supreme Court.
6. The judge’s dream leads the poor man to return home. Predict what will happen when he reaches his home.
7. It seems that the fortune turned his life around. How many American expressions can you come up with related to money? (Money can’t buy happiness. Money is the root of all evil.) Discuss these expressions.



2. Pullman, Philip, ed. *Aladdin and the Enchanted Lamp*. New York: Arthur A. Levine Books (Scholastic, Inc.), 2005.

### ***“ALADDIN AND THE ENCHANTED LAMP”***

#### **Introduction:**

“I have always loved the story of Aladdin. It’s got everything: comedy, drama, fantasy, magic, fear, excitement, and a terrific plot . . . This (Aladdin) has gone through hundreds of transformations and been told in dozens of languages. For two centuries at least, it’s been told in countless storybooks and played with in thousands of toy theaters. There will be many other retellings of Aladdin in the future. Telling it in this book was enormous fun, and I am very happy to take my place among those who have passed it on.” – Philip Pullman

While intense vocabulary study is discouraged to focus on enjoyment of the stories, a vocabulary list is offered for your consideration, since teachers have requested such a list.

misery	wastrel	cunning	luster	endeavor
rogues	mystified	astrology	haughtily	retinue
scoundrels	hideous	palmistry	flogged	curetting
bazaar	barren	retrieved	irritable	consolation
astonished	terrier	jinnee	clamor	haggle

impudent	oleander trees	phenomenal	inadequacy	innards
deceptions	gazebos	desperation	dowry	pinioned
gaudy	clout	herald	incomparable	imprudent
suspicious	sorcerer	immensely	plunge	venomous
dervishes	absorbed	spongers	sagely	
twiddled	vanished	loafers	majordomos	
scapegoat	dervish	luster	eunuchs	

Setting: China, Morocco

Characters: Aladdin, Aladdin's mother, the Moor, Princess Badr-al-Budur, Sultan of China, Grand Vizier, jinnee, servants, Fatima

**Introductory activities:**

1. Discuss what students already know about the story, Aladdin, and whether they know it from books or from movies or from both.
2. Locate China and Morocco on a map.
3. During the story, the jinnee lifts Aladdin and Fatima into the sky, and they flew over India, Persia, Baghdad, Jerusalem, the Mosque of Omar, Cairo and the Pyramids, over the great desert, and the Atlas Mountains. Locate all of these places on a map.

For discussion:

1. When Aladdin first saw the Moor, he knew him to be a rich man because he had a silver buckle on his belt and a golden dagger at this waist, and a bloodred ruby sparkled in his turban. What would be visible signs of wealth on a stranger students might see on TV or on the street?
2. Using a website for monetary values, what was the value of a "dinar" then? What would it be now?
3. When Aladdin tells his mother about his uncle, why is she suspicious?
4. As you read, make two lists: uncle and liar. Record proof under each column.
5. Aladdin's mother didn't trust the Moor because "every single one of the teeth in the Moor's mouth was pointed like a needle." What does dental care tell us about people today?
6. What is the significance of the Muslim practice of "breaking bread"?
7. Explain the custom of daily prayer for Muslims.
8. The Moor tells Aladdin that he will set him up as a merchant, and Aladdin ponders what he should sell – carpets, sweetmeats, gold and silver. What would you sell if you operated a shop?
9. Carved into the ancient stone were these words: This stone can be lifted only by Aladdin, the son of Mustafa. This scene is reminiscent of King Arthur and pulling the sword out of the stone. Which story came first?
10. When Aladdin attempts to read what is written by the findings in the underground garden, he "notices that each was in a different language: in Persian, in Turkish, in Greek, even in outlandish tongues like English." Write your summary of the story so far in an outlandish language, such as pig Latin or use spoonerisms. Students may have to provide codes.

11. After the Moor performs magic, Aladdin is trapped beneath the earth. Predict what will happen next.
12. After Aladdin returns home and relates his experiences to his mother, she says, "Well, I never did trust him . . . I saw through him." If she didn't trust him, why did she allow her son to go with him? (Remembering what a rogue Aladdin was, would he have listened to her even if she had advised him not to go?)
13. Aladdin had plucked "fruit" from the trees underground, which turned out to be jewels. Which jewels would be natural to China? Does the locale matter at this point in the story?
14. Aladdin's tell his mother "only yesterday, I thought all women looked like you under their veils, Mother, all wrinkled and ugly." Poor mother! Describe your mother. Explain the custom of women wearing veils.
15. Research marriage customs.
16. Predict whether Aladdin has a chance to marry a princess.
17. We learn that the Sultan listens to everyone who wishes to speak to him. What if President Bush listened to everyone who wanted to contact him? Research how many phone calls, letters, and e-mails the President receives in a day, etc.
18. When almost all of the visitors have left, only Aladdin's mother is left. The Grand Vizier says, "She's only a poor old woman, she doesn't matter." What ways in this country do some people show disrespect to others?
19. Since the Grand Vizier doesn't want Aladdin to marry the princess, he suggests that the Sultan ask Aladdin to produce "forty slaves each carrying a dish of pure gold, each dish to be filled with jewels like those. He'll never be able to manage that." Predict whether Aladdin will be able to produce this demand.
20. The next day, each slave girl carried a turkey platter brimful of rubies and emeralds, of diamonds and sapphires, or pearls and opals and amethysts. From your earlier research, are these jewels natural to China?
21. The Sultan expresses concern of where the Princess will live, if he consents to the marriage. When Aladdin offers to build her a palace, the Grand Vizier replies, "You'll never be able to do *that*." Predict. Will he be able to build her a palace by the next morning?
22. Design how your palace would look. What amenities would you have? Before designing your palace, you might want to research well-known palaces of the "rich and famous." For example, it was on the news recently that Shaq is building a mansion in Florida.
23. As the story progresses, we learn that the Moor returned to Morocco. Why did he return?
24. Predict what will happen when Fatima decides to exchange Aladdin's magic lamp for a new one that the Moor is selling.
25. When the Sultan learns that his daughter has disappeared, he blames Aladdin; and Aladdin promises to find both the Princess and the palace within one day. He is so sure of himself, that he says that it doesn't get his promise, the Sultan can cut off his head. Predict the outcome.
26. When Aladdin asks the jinnee whether he would have killed him if the Moor had asked, the jinnee replied that he would have because he is the slave of whoever holds the lamp. Discuss gang affiliations and gang members being required to follow the orders of whoever is in charge.
27. At the end of the story, the bad merchant who had cheated Aladdin is punished. Why is that piece of information important to the moral of the story?

28. The story ends with Aladdin and Badr-al-Budur living “happily ever after.” Change the ending of the story.
29. Discuss the lessons to be learned from this tale.
30. Magic is used several times in this tale:
- After the Moor hits Aladdin on the head, he advises him to watch, say nothing, and learn as he is going to perform extremely dangerous magic.” He creates the ancient stone which only Aladdin can lift.
  - When Aladdin screams that the Moor isn’t his uncle but is a sorcerer, the Moor stamped his foot and threw some powder in the air. And, at once the earth groaned and shook at the entrance to the tunnel closed up, trapping Aladdin beneath the earth.
  - The Moor knew all there was to know about astrology and palmistry and sand magic and water magic and fire magic. His mystic powers had shown him that there was a fabulous treasure under the Chinese city of Al-Kolo-Ats, which could only be retrieved by Aladdin.
  - The jinnee appears when Aladdin rubs the magic lamp.
  - When the Moor desired to see the magic lamp again, he “did some sand magic” to find out exactly where it was, by throwing a handful of sand of the floor and looking up the shapes in a book.
  - When Aladdin rubbed the iron ring, a jinnee appeared.
  - The jinnee of the lamp delivered the platters of jewels, the palace, relocated the palace, and moved it back.

Obviously, magic plays an important role in this tale. Discuss the students’ knowledge of magic in literature, including in the Harry Potter series.

31. Hold a “jinnee” dinner. Foods mentioned in this tale include ice creams, fruit sherbets, mint tea, spice cakes, and coffee. The dinner included lamb, rice, saffron, turmeric, aubergines, plums, and pomegranates. The feast included roast camel, grilled lamb, rice, couscous, bread, and fruit.

3. Waters, Fiona. *The Arabian Nights: Tales from a Thousand and One Nights*. London: Pavilion Children’s Books, 2002.

### **“HOW SCHEHEREZADE CAME TO TELL THE STORIES”**

Vocabulary:

deceived

dispatched

brooding

Music suggestion (since the story starts with the King listening to music)

Play “Scheherazade” while reading the story. (Students may recognize the music, as Michelle Kwan skated to it.) Ask students what Scheherazade and Michelle Kwan could have in common (talented, strong women).

Setting: King Shahriyar’s palace

Characters: King Shahriyar, his beautiful – but deceitful – wife, his brother (Shahzaman), Grand Vizier, Sheherezade

For discussion:

1. The readers are informed up front that King Shahriyar is fond of tales and advised to remember that fact about him. Why would readers be advised of this? (The answer is provided on page 9, when Sheherezade begins to tell the King stories “to soothe you to sleep.”)
2. Math: How many young women were married and then killed the next morning over the two-year period alluded to? (730)
3. This version states: “In the end there was only one girl left – and that was the Grand Vizier’s own daughter, Sheherezade.” Point out that this version differs in this respect from other versions that note that Sheherezade had volunteered for the “job,” thinking that she could resolve this tragedy and that, in fact, her sister, Dinarzade, had accompanied her. Point out that with the tales having been passed down for generations, the versions could change. This might be particularly important if the teacher plans to have students tell their own versions on existing tales.
4. Sherezade used her brains to outsmart the King by planning to tell him stories each night. Point out that using one’s wits was considered to be valuable, particularly for women, which is important since most women in the stories are described by physical characteristics, such as beauty. What do modern women seem to be valued for? Have students discuss that point in respect to women around the world, not just American women, taking into account women receiving the right to vote just last year in Kuwait.

## **“ALI BABA AND THE FORTY THIEVES”**



Vocabulary: ruffians, scimitars, laden, tureens, brocades, bestowed, scimitar, utmost, accommodate, regaled, swooped, perspicacity, precipe, indominatable

Setting: Persia

Characters: Kassim, the elder brother; his wife; Ali Baba, the younger brother; his wife; their son, Ahmad; an housegirl, Morgniana; Baba Mustafa, the cobbler; the captain of the thieves

For discussion:

1. So many of the tales refer to the number, “forty.” Some references point to the forty pieces of silver Judas accepted to turn over Jesus Christ, while others don’t believe that forty has any significance. As students continue to read the tales, ask them to pay attention to the use of numbers so they can determine for themselves whether the numbers used in the stories carry any significance. And, if so, what?
2. After seeing the band of thieves unload their saddlebags in the cave, Ali Baba decides to investigate. He said, “It can’t do any harm to have a quick look.” Predict whether that thinking will be accurate during the rest of the story.
3. Why would the band of thieves hide their wares for years? Wouldn’t it have been financially sounder to sell what they had stolen?
4. Ali Baba decided to take some of the stolen items so that he could provide better for his family, and he decides on a few bags of gold coins. Was that a wise decision? Will the bags of gold coins be missed? What would you have taken – if anything?
5. The tale provides examples of the two wives using their cunning. Ali Baba’s wife decides that they have to hide most of the gold and to use it sparingly, and Kassim’s wife rubbed wax under the base of the measure before allowing her sister-in-law to use it. Predict the outcomes of their thinking and acts.
6. Which brother – Ali Baba or Kassim – is a good brother? On what do students base their decisions?
7. When Kassim enters the cave, he commands, “Shut sesame!” Up to this point, the readers have not been told whether the commands work equally well from the inside as from the outside. Students are to predict what will happen when greedy Kassim wants to leave the cave.
8. A humorous part of the story is that Kassim cannot recall the magic words to open the cave; therefore, he tries “open barley,” “open wheat,” and “open millet.” What other logical guesses could he have made?
9. After Kassim’s body is discovered, Ali Baba decides to give his brother a decent burial. Compare the character traits of the two brothers.
10. In order to honor the burial customs, Kassim’s body has to be wrapped into silk cloths. Discuss burial customs.
11. Baba Mustafa was able to find his way back to Ali Baba’s house by using his cunning and his sense of smell. Have students point out the exact references (a strong sense of smell so he must be by the spice stalls and remembering the broken third step down into the house).
12. It appears that it was customary for people to take strangers into their houses when the strangers needed a place to stay. Research whether that was actual custom or just used for the purpose of the tale. Would people do that today? Why or why not?

13. Morgiana was the first one suspicious of the “smooth-talking stranger.” This follows the story of Aladdin, where the mother was the first one suspicious of the stranger. Is that a trend in these tales?
14. Why did even one flagon contain oil? Was it a ruse?
15. Using her cunning, Morgiana boiled the oil to pour into each flagon, killing the thieves. Predict what will happen to the captain, if anything. Will Morgiana be punished?
16. Morgiana takes matters further into her own hands by plunging a dagger deep into the captain’s heart. Do you consider Morgiana to be the hero of this tale?

## **“THE MAN WHO STOLE THE DISH OF GOLD”**

Vocabulary: avowed, aimlessly, aroused, throng, courtier, desolation, ostentation

Food: sugared almonds

Setting: Baghdad

Characters: Ja’afar, a wealthy merchant;

For discussion:

1. As Ja’afar wandered the streets aimlessly, he noticed that people were hurrying in one direction. Why were they doing that? What was happening?
2. The four, sleek hunting dogs play an important role in this story. Ask students why dogs are considered to be “man’s best friend”? Teachers may also want to ask students to tell a little about their own pets, particularly dogs. (This could lead to some good storytelling later.)
3. Towards the end of the story, Ja’afar decides that he needs to “settle his debt.” What does that proposal tell the readers about Ja’afar’s character? Students can also discuss his other character traits, such as honesty and humility. Students may also want to discuss the many programs available to students to be involved in helping others.

## **“THE HALF-LIE”**

Vocabulary: pen hen, ingratiatingly, haggling, impudent, smirked, retract, feeble, rascally oasis, distressed, smithereens, sniveling, mayhem, impertinence, flogged, livid

Setting:

Characters: Abou Hassan, merchant; Nuzet, his wife; Akil, the man bought to walk the pea hen.

Food: coffee, wine, sweet cakes, pistachio nuts, fruit

For discussion:

1. When Nuzet quizzed her husband about why Akil was purchased so cheaply, Abou Hassan lied about driving a hard bargain with the rascally dealer and crossed his fingers behind his back. What does that gesture supposedly do?
2. Ask students what they think about the practice of buying and selling people?

3. Akil lied to Nuzet about the death of her husband, Abou Hassan. Why did he do that?
4. Then, he lied to Abou Hassan about the death of Nuzet. Why?
5. In her grief, Nuzet tore up the house, mourning for her husband. Is that an actual custom?
6. As the readers know, Abou Hassan and Nuzet are both on their way to tend to their spouses' bodies. Predict what will happen when they meet each other on the road and discover that their spouses are, in fact, alive.
7. How can Akil refer to these TWO lies as "half a lie"? What is shown about his cruelty in telling such lies?
8. Abou Hassan is also forced to admit to his wife that he had known about Akil's fault prior to buying him. What was her reaction?
9. Akil says that "I have to tell you that this was only half a lie. Before the next New Year I shall tell you the other half." Have students make up the other half of the lie.
10. When Abou Hassan and Nuzet arrive home and see all of the destruction, they "burst out laughing." Because of the description of Nuzet at the beginning of the tale, this is an unexpected reaction. Refresh students' memories about the description and discuss whether Nuzet had changed during the story.
11. What is the moral of the tale?
12. Discuss lying. Is it ever okay to lie? Is there such a thing as a "white lie"? Why is lying considered to be unacceptable?

## **"PRINCE AGIB"**

Vocabulary: embarked, descended, conjured, djinn, visible, impenetrable, murky, nurtled, feeble-minded, immense, scourge, provision, taut, swoon, haughty, wafted, minarets, hoisted, litter, trilled, exchanged, retinue, minarets

Setting:

Characters: Prince Agib, son of King Khasib; Purest Pearl and her sisters

Food: apricots, dates stuffed with marzipan, wine

1. Prince Agib was a great adventurer in search of new delights. Ask students where they would like to travel to and have them plan an itinerary.
2. The fog disrupts their travels. Introduce the poem, "Fog," by Carl Sandburg:  
The fog comes on little cat feet.

It also sits looking over harbor and city on silent haunches  
and then moves on.

Many *Arabian Nights* scholars believe that the tales may have been originally told in poems. To prepare students for follow-up storytelling, students may want to start with short poems, such as "Fog."

Students can also discuss their experiences with fog.

3. Although Prince Agib and the crew expected the ship to run into the black stone, "every single nail and everything else that was made of iron flew toward the mountain."

Have students explain what happened. Is there a scientific explanation (magnetic force) or was it magic? The explanation of the mountain being a loadstone is given a few sentences later. What is a loadstone?

4. The strange voice commands Prince Agib to “climb the mountain . . . destroy the statue” to rid the seas of the scourge. Predict the outcome.
5. Purest Pearl wandered along the shores collecting shells. Ask students what they collect.
6. The eldest daughter advises Prince Agib that they will be gone for forty days. (Note the previous reference to the use of the number “forty” in the tales.)
7. She tells the Prince that he may freely explore the palace and provides him with keys; yet, she warns him not to open the hundredth door, the door of red gold. Predict whether he will open that door; and, if so, what will happen. (Teachers may want to cover a classroom door with red and gold and hide something behind the door.)
8. Students can also predict what he will find behind the other doors and what they would consider to be treasures.
9. What is the lesson to be learned from the tale of the Prince’s curiosity getting the best of him?
10. The tale ends without telling the readers what happened to the girls. Discuss student’s ideas.

## **“THE HISTORY OF CODADAD AND HIS BROTHERS”**

Vocabulary: content, coffers, estranged, entitlement, forfeited, curt, sinister, disheveled, implore, distress, peril, haste, predicament, talons, emir, flattery, disdain-fully, wretched, staunch, administrations, adept, wheedling, elated, exertions, blandishments, perfidious, palanquin, brocade, scuttled

Setting: Harran, Samaria

Characters: The Sultan of Harran; 49 wives; Pirouze, the sultan’s fiftieth wife, Princess Deryabar

Food: pomegranate, dates, coffee

### For discussion:

1. In some places it is acceptable for men to have more than one wife. Research those locales. Sometimes requirements, such as being able to support them equally, is part of the arrangement. Discuss with students what they think of the practice of polygamy.
2. The birth of fifty baby boys is explained as “sons were a gift from Allah.” Discuss the importance of Allah.
3. When Codadad was born, Pirouze decided not to inform the sultan about the baby’s arrival. What will be the consequences of this decision? Why would she decide not to tell her husband?
4. Codadad is described as growing into a most agreeable young man. “He had all of his mother’s grace and virtue and all his father’s wisdom and generosity of spirit.” What traits do you hope to obtain from your parents?
5. What would have caused the forty-nine brothers to be “lazy and mean-spirited”?
6. The brothers decide to get rid of Codadad by going hunting, getting lost, and having Codadad blamed for their disappearance. Predict whether the plan will work.

7. The sultan informs Codadad that his own life will be forfeited if he doesn't find the forty-nine brothers. Predict the outcome. (The confirmation is on page 59.)
8. The untidy girl in the tower reminds the readers of another young girl with long hair locked away in a tower. Name the literary reference and discuss which came first.
9. Predict whether Codadad or the warrior will win the fight.
10. It is revealed that the warrior is not a frightful warrior at all – just a great big bully. What causes someone to become a bully? Have students discuss how to deal with bullies.
11. How does Codadad win over the Grand Vizier?
12. Why weren't the brothers happy that Codadad had rescued them?
13. Why did the brothers each plunge a dagger deep into Codadad's body as he slept? Predict whether Codadad will survive.
14. Why does the Grand Vizier decide to include Pirouze, Codadad's mother, in his plans?
15. Codadad intercedes on his brothers' behalf saying that he did not want revenge and to ban them to a far-off land instead of executing them. What does this tell the readers of Codadad's character? Was this a satisfying punishment for the forty-nine brothers?
16. What is the moral lesson of this tale?

## **“THE WONDERFUL BAG”**

Vocabulary: hubbub, profusion, exotic, caliph, rascally, jostling, impudent, astonished, fate, deafening



Setting:

Characters:

Food: guinea fowl, goat's cheese, wine, pomegranates, oysters, dates, and almonds

For discussion:

1. Discuss some of the name calling: “son of a worthless washerwoman,” “mangy cur,” “rascally rat's tail,” “festering flea of a mule,” impudent and scrawny she-cat.” Is it ever acceptable to name call?
2. Predict what will happen when the caliph decides that the way to resolve the dispute is for both of the men to describe the bag's contents.
3. Have students come up with a list of creative items that could be in the bag.
4. Why did the men lie about the contents?
5. Play a game to determine whether the students can remember the items mentioned.
6. Play a game for students to memorize and to list the items the teacher has placed in view and then into a bag.

7. The stallholder uses his quick wit by announcing that he had been mistaken, leaving the “thieving horseman to his fate.” What happened next?
8. What is the lesson to be learned?

## **“SINBAD AND THE ISLAND OF ELEPHANTS”**

Vocabulary: fantastical, exploits, loftily, disrupted, felicitations, hazardous, resolved, ferocious, agate, relented, booty, plummeted, prosperity, waned, repose, trifles, tempest

Setting: Baghdad, Serendib

Characters: Sinbad

Food: coffee

### For discussion:

1. Did Sinbad have the right to decide for himself whether he wanted to lead a quiet life? What do the readers learn about the power of the caliph?
2. If the president of the United States or the governor of Colorado (etc.) asked a favor, would you do it?
3. Why did Sinbad give in to the caliph?
4. Predict what will happen when Sinbad leaves Serendib to return to Baghdad.
5. Research elephants. Is Sinbad correct in calling them “gentle beasts”?
6. Research the past sales of elephants’ tusks and why it is now illegal.
7. What were the elephants trying to tell Sinbad?
8. How had the elephants died?
9. What did Sinbad learn about the elephants?
10. Sinbad had only one desire in his heart: to have his supper on time and to sleep in his own bed. Have students discuss what their hearts’ desires are?



## **“THE ENCHANTED HORSE”**

Vocabulary: illuminated, wafted, presume, aghast, hubbub, distraught, distress, panic, ceased, conjured, copiously, predicament, disheveled, devastation, askew, perceive, incantations

Setting/geography: Persia, Greece

Characters: The emperor, the old man who presents the ebony horse, Princess Jasmine, Prince Yusuf, Princess Laila

Food: sherbet, sweetmeats

For discussion:

1. The first sentence describes the emperor as being fascinated by “science and geometry and all things mechanical.” Discuss the magic and the fascination of science and math. The discussion could include space, weather, inventions, the recently cancelled TV show, “Numbers.” (There’s more information on science in the other sections, as well as in the tie-ins to Harry Potter.)
2. People present the emperor with gifts on his birthday. Have students discuss the best birthday gifts they have ever received – and given. They can also discuss what they would have liked to receive, but didn’t. (probably a pony!)
3. Is there such a thing as a “flying horse”? Recently, the news has reported “flying cars” to be available soon. Ask students whether they think that the asking price of \$60,000 is about right, too low, or too high.
4. If U. S. citizens presented birthday gifts to President Bush, what unusual gift would you give him?
5. Why did Prince Yusuf jump on the horse and ascend into the sky?
6. Ask students to predict what will happen when he discovers that he has no knowledge of how to descend.
7. As is so common with these tales, the prince falls in love with Princess Laila and she with him. Why did they decide to elope?
8. Predict what will happen when they return to the palace where the evil magician had been “scanning the skies looking for his lost ebony horse.”
9. Why did the evil magician lie to the princess? Why did she believe him?
10. Predict what will happen since the evil magician stole the princess.
11. The King of the Greeks decides to marry the princess. (This is the fourth man in the story who wants to marry her.) But, she comes up with a plan to get her out of this predicament. Prior to reading her plan, ask students how they would resolve the matter.
12. Prince Yusuf finds out where she is and devises a plan to rescue her. What is his plan? Predict whether it will work.
13. Based on the outcome, discuss with students whether it is every okay to lie, to deceive, to trick? Do the ends justify the means?
14. Discuss the moral of the tale.



## **“HOW QUEEN SHEHEREZADE AND KING SHAHRIYAR LIVED HAPPILY EVER AFTER”**

Vocabulary: exotic, myriad, minarets, assurance, ingenious, regaled, fabled, wafted, assurance

Setting:

Characters: Sheherezade, King Shahriyar

Food:

### For discussion:

1. When Sheherezade finishes her tales, she tells the King, “I have regaled you with my tales. I have made you laugh, I have made you gasp with wonder and I have made you cry with sadness at the foolishness of men. I have sent you traveling on magic carpets to fabled lands. I have wafted the air with exotic smells of spices and blossoms as my stories took you through busy bazaars and peaceful gardens. I have filled your sleep with myriad dreams of djinns and magic lamps and great horses flying through the sky.” Which tale do you think the King enjoyed the most? Explain your reasons. Which tale did you enjoy the most? Explain your reasons.
2. She ends by saying, “Now I have no stories left to tell.” So, it is time for the students to tell their tales. See the section on holding a storytelling festival and the information on how to write a good story.

3. The king is so grateful that he asks for her forgiveness and promises her that they will live together in peace forever. Discuss the possibility of world peace and the lyrics to the song, "Let There Peace on Earth." Discuss with students what each of them need to do to promote peace.

## **PERFORMANCES**

These tales are delightfully performed by a wide range of groups. How fortunate we are to have talented partners in the Pikes Peak region:

1. Manitou Arts Theatre. Contact Jim Jackson at 685-1861. (most suited for children)
2. UCCS Theatreworks. Call 262-3232.
3. Sencha. Call 632-8287.

One of the most interesting offerings if from Tales & Scales. Check out their website.