



Around the World with Picture Books

Part II

A Literature Approach *for* Primary Grades

BY REA BERG

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by
Rea Berg

with nature illustrations by
Roger Hall and Christen Blechschmid

SAMPLE



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WELCOME TO AROUND THE WORLD WITH PICTURE BOOKS

PART II: EUROPE AND SOUTH AMERICA

This study is designed to be a notebook approach to world cultures and geography for the primary student. Using beloved children's books, *Around the World with Picture Books II* includes nature study, folktales, fables, art, poetry, history, and gentle Socratic questions to prompt discussion and discovery. Geographic elements include country maps and flags for students to cut out, paint, or color. Beautiful drawings of indigenous animals familiarize students with some remarkable creatures, cultivating respect and wonder for the natural world. As the student compiles these elements in a journal, he creates a memorable keepsake recording all he is learning. Part One covers Asia, Antarctica, Australia, and Africa. Part II covers Europe and South America. Each country on the tour includes additional picture book suggestions as well as history and biography recommendations. Chapters conclude with a fun foray into the cuisine of the country with recipes, photos, and links to create a memorable evening experiencing unique culinary creations from around the world—a perfect time for students to relate to family and friends all that they have learned.

THE LITERATURE

All of the books chosen for this study are either classic works, award-winning books, or newer selections that have achieved some critical acclaim. As a primary-level study, the book notes presented here are simple and straightforward with comprehension questions designed to enhance and draw out some of the subtleties or nuances of the literature. Most selections included in this guide can stand quite well on their own. The best literature tends to inspire the student's interest and curiosity to bubble up naturally and often notes are not necessary. If this is a child's first exposure to a diet rich in literature, a little prompting helps the student to begin to look, question, and observe more keenly, which is the ultimate purpose of the notes. Allow the literature to do what it does so well, with only gentle prompting to observe something unnoticed.

NATURE STUDIES

Children take to the study of nature with keen interest and delight. The animals featured in this guide were chosen for their appeal to primary students. Helpful websites and links are included for each animal, but studying them out of a resource may be useful. *Any Child's Encyclopedia of Animals* will be sufficient for this purpose, and many are offered online for a nominal price that will provide hours of pleasure. Researching a few remarkable facts about each of the creatures will help cultivate a child's sense of wonder at the marvels of the natural world; allow time to ponder the spectacles of perfect symmetry, function, and design. Even the tiniest creature reveals something marvelous about the mind of the Creator and should inspire awe and reverence. Have the student record in the notebook the things he finds most intriguing. Alternately, if the student is not yet writing, record them for him, or he could tape an audio description of the creature to share with family and friends.

The beautiful drawings included at the back of the guide are necessarily detailed to be accurate representations of the animals. Enlarge them as needed for little hands. The images can be printed on a lightweight watercolor paper. If appropriate, a practice copy could be printed on standard paper and then proceed to the watercolor paper. The parent or teacher should also have her own copy to model the joy of taking time to paint these beautiful animals. These drawings are for the child's enjoyment so allow the student to be creative with them and relax any expectations.

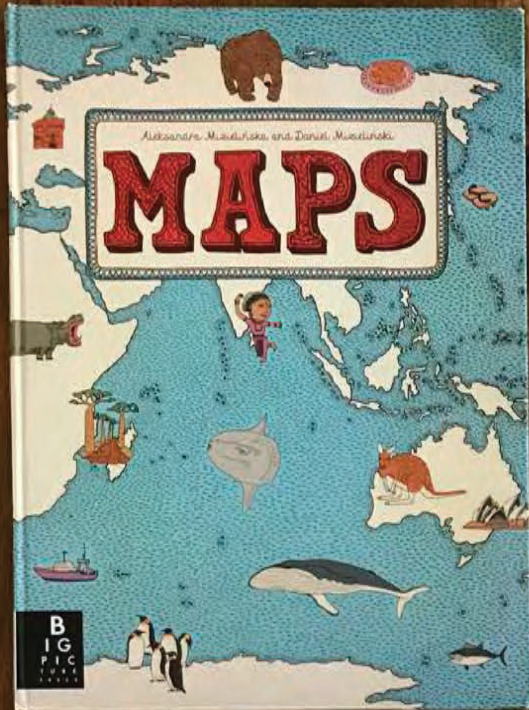
One way to make this an enjoyable experience may be to purchase a set of Prismacolor watercolor pencils. Color the drawing as you would with any colored pencil, then apply a wet paintbrush, and voilà, you have an actual watercolor! Another fun way to experiment with watercolor is to take a wet brush and lightly dampen within the lines of the drawing. Then the child can apply a tiny bit of watercolor wherever the paper is wet. Observe how the colors move across the wet paper and mix with other colors. Have fun with these drawings. The photographs of the colored drawings provided in each nature section are merely guides and were completed by adults, so allow your student to be creative and inventive with the drawings. As he matures, so will his skill.

THE CONTINENT SONG

Open *Maps* and study the flyleaf. Point out the seven continents. Then turn to pages 4-5 of *Maps*. See how many continents the student can identify. Then teach the "Continent Song" which sings the names of the seven continents to the tune of "This Old Man, he plays one, he plays knick knack on my thumb." It goes:

North America, South America,
Europe, Asia, Africa,
Australia and Antarctica.

Have students sing this while pointing to the seven continents.



Let's Travel!

ITEMS YOU'LL NEED

Maps by Aleksandra Mizielinska and Daniel Mizielinski

Art Masterpieces to Color by Marty Noble

A set of Prismacolor Colored Pencils

A set of watercolors and a few nice brushes

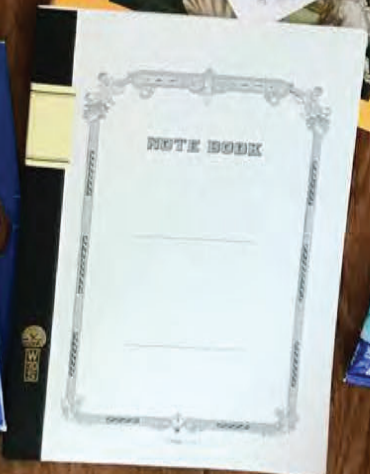
Watercolor paper

Notebook

A spirit of adventure . . .



**Art Masterpieces
to Color**
60 Great Paintings from Botticelli to Picasso



Using This Guide

This guide contains approximately 70 lessons (Nature and Cuisine are counted as lessons) and can be completed in either a single semester or over a full school year. Complete four lessons per week for a single semester schedule. A year-long study will require three lessons per week. The book pack that accompanies this guide is sufficient as a basic introduction to the two continents and eleven countries explored on this journey, but the study will be greatly enriched by taking advantage of the additional picture book recommendations in the library, history, and biography sections. If possible, plan to visit the library once a week (preferably before starting a new country), to collect as many titles as possible from these lists. Take advantage of inter-library loan systems when books are not available at your local library.

This guide is modeled after the Charlotte Mason methodology of four steps: read, reason, relate, and record. This method is designed to cultivate the student's ability to read, reason out what they have heard through discussion, relate that to other things they know, and finally to record key aspects of their discoveries. At the primary level, this is done gently through questions designed to help the student engage with what they have just heard read.

At the beginning of your around the world tour, have the student create a section in the notebook on France. Repeat this for each new country. Illustrate each section as desired. The Art Connection elements included in the back of the guide for each country, may be used to illustrate each new chapter if desired.

Remember that this course not only covers literature, but also, science (nature studies), geography, art, and history. With the broad coverage offered here in the areas of the

humanities and social sciences, teachers should feel confident that a full curriculum for the primary student requires only the addition of math and language arts.

A sample day using *Around the World with Picture Books II* might look like this: open *Maps* and explore the continent map from the inside front cover to locate the country to be studied, observing the features surrounding the country. Turn to pages 4-5 of *Maps* and find the continent again. Sing the "Continent Song." Identify the oceans surrounding the country to be studied and then turn to the specific country page. Spend time observing, discussing, and exploring. Ask questions about the geography, the landmarks, the wildlife, the crops, or any feature that piques your student's interest. Allow the joy of exploration to lead where it will.

Read the literature selection assigned for the country you are studying. Use the question prompts to generate discussion. Then turn to the Nature Connection and select an animal to study. After finding some basic facts about that animal, have the student cut out, color, or paint the picture from the back of the guide, and then paste it in the notebook. Select a book from the Biography or History Connection in the guide and read and discuss. If desired, have the student draw a picture about something he has learned and paste it in the notebook.

Each day following the guide will be a little different. Be flexible, allow for spontaneity, and remember that this guide is just that—a guide, and is not meant to be sacrosanct, or followed rigidly. Feel free to ramble off the trail at times as you are inspired to explore, discover, and enjoy the journey of *Around the World with Picture Books II*.

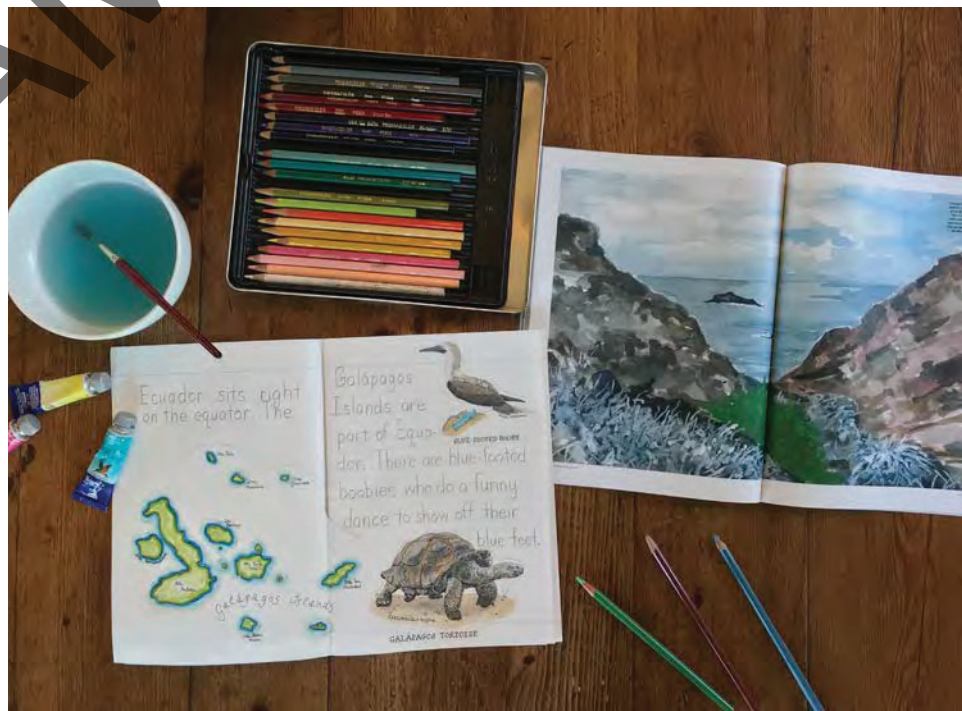


Notebooking

The notebooks that are included in the *Around the World with Picture Books Pack* have been specially chosen for the quality they will bring to your student's journaling experience. Imported from Japan, the Tsubame Fools Note Book is made from acid-free paper that is beautifully smooth to the touch, does not bleed through, and is lined for either beginning writers or the more advanced student. With a sewn binding, this notebook lays perfectly flat wherever it is opened significantly facilitating all the writing and pasting work in the course. Students who are practicing beginning manuscript will use two lines to keep letters consistent. Skip a single line between lines. The images here provide a sample of how beginning writers will use the lines to accommodate early manuscript for primary students. It is suggested that the teacher write out an example of the passage or information to be recorded before having the student write it in his notebook.

The artwork, maps, and nature drawings should be pasted into the notebook with a very light film of rubber cement. This adhesive will ensure the pictures lie flat and don't peel up later. Make sure to have newspaper or scrap paper laid down to apply the cement. Demonstrate using rubber cement with your student, and always supervise the process.

Finally, make the notebooking part of the study a gratifying experience. Print out unusual items for the student to embellish and decorate his notebook. Keep the actual writing to a minimum and use oral reports as a vital part of the Charlotte Mason paradigm of relating—a skill as valuable as visual evidence of written work.



Nature Studies in *Around the World with Picture Books Part II*

There are many ideas about how the universe came into being. Featured here are three of the most popular. You will likely ascribe to one of these. As you watch many of the nature videos recommended in this guide, you will notice that most of them come from an evolutionary perspective. It may be important to you to explain this to your student in light of your views on the subject.

ORIGINS OF THE UNIVERSE

Creationism or Creation Science

The interpretation of scientific knowledge in accord with belief in the literal truth of the Bible, especially regarding the creation of matter, life, and humankind in six days. Creation scientists use scientific evidence to lend support to the belief that the world came into being as described in the Creation account in Genesis. This theory is supported by Creation scientists and many religious thinkers, and it is held by many people of faith.

Big Bang Theory and Evolution

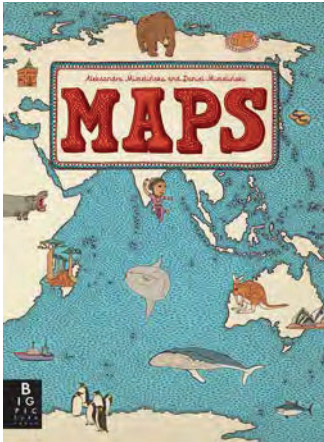
A theory according to which the universe began billions of years ago in a single event, similar to an explosion. The Big Bang theory of the origin of the universe is accepted by most astronomers today. The theory states that about 13.7 billion years ago all the matter in the universe was concentrated into a single incredibly tiny point. Something caused it to expand rapidly in a hot explosion, called the Big Bang. From there energy and matter expanded to form stars and planets and, over billions of years and with the process of evolution, chemicals combined to form life.

Bio-Logos or Evolutionary Creation

The view that all life on Earth came about by the God-ordained process of evolution with common descent. Evolution is a means by which God providentially achieves his purposes in creation. Those who ascribe to Bio-Logos are scientists as well as researchers and people of faith. This approach combines evolution and creationism in that it says God set in motion the beginning of the universe and guided the evolutionary process to create life and the universe as we know it.

Adapted from *A Literature Approach to the History of Science* © 2016 by Rebecca Manor. Used by permission.¹⁶

Books Used in this Study

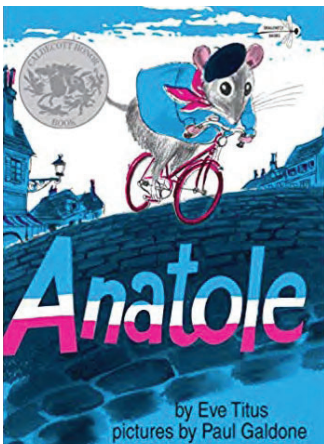
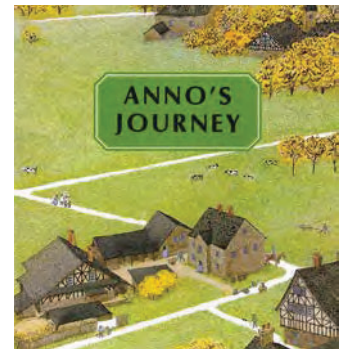


Maps by Aleksandra Mizielska and Daniel Mizielski

In a perfect world, all children would be introduced to world geography through the delightful work of Aleksandra Mizielska and Daniel Mizielski. Fortunate children will have an opportunity to revel in the beauty of the artist's whimsical and colorful depictions of the culture, foods, wildlife, plant life, architectural marvels, and key geographic features of the countries covered in this book.

Anno's Journey by Mitsumasa Anno

The story follows Anno as he rides through the streets and countryside of Northern Europe. As Anno travels, readers are delighted to come upon scenes from literature, fairy tales, children's books, and more. Based upon Mitsumasa Anno's first trip to Europe, these delightfully detailed landscapes reveal not only surprise scenes from literature, but numerous depictions of French Impressionist masterpieces.

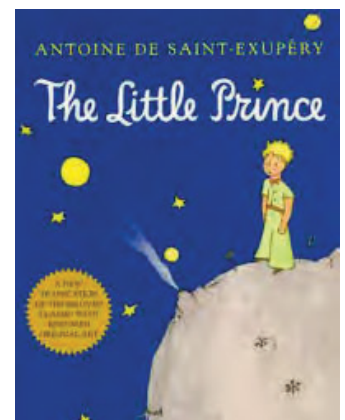


Anatole by Eve Titus

Anatole is a most honorable mouse. When he realizes that humans are upset by mice sampling their leftovers, he is shocked! He determines to find an honorable way to earn his supper. And so he heads for the tasting room at the Duvall Cheese Factory. On each cheese, he leaves a small note—"good," "not so good," "needs orange peel"—and signs his name. When workers at the Duvall factory find his notes in the morning, they are perplexed—but they realize that this mysterious Anatole has an exceptional palate and they begin to implement his suggestions.

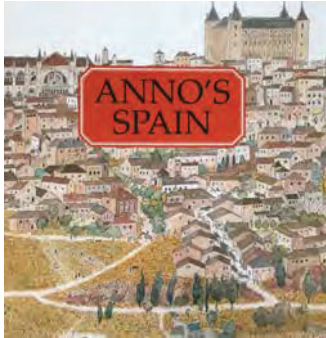
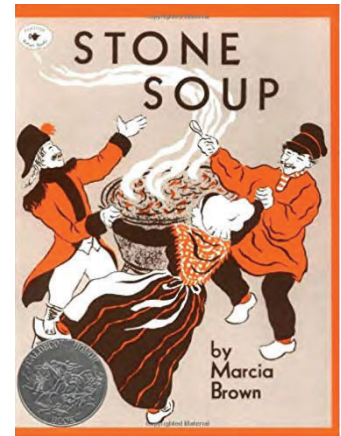
The Little Prince by Antoine de Saint-Exupéry

First published in 1943, only a year before his Lockheed P-38 vanished over the Mediterranean during a reconnaissance mission, *The Little Prince* continues to be one of the most beloved books of all time. More than a half-century later, this fable of love and loneliness has lost none of its power. The narrator is a downed pilot in the Sahara Desert, frantically trying to repair his wrecked plane when his efforts are interrupted one day by the apparition of a little prince, who asks him to draw a sheep. "In the face of an overpowering mystery, you don't dare disobey," the narrator recalls.



Stone Soup by Marcia Brown

First published in 1947, this picture book classic has remained one of Marcia Brown's most popular and enduring books. This story, about three hungry soldiers who outwit the cautious inhabitants of a village into providing them with a feast, is based on an old French tale. *Stone Soup* won a Caldecott Honor in 1948.

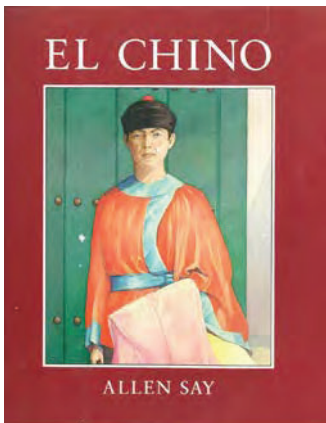
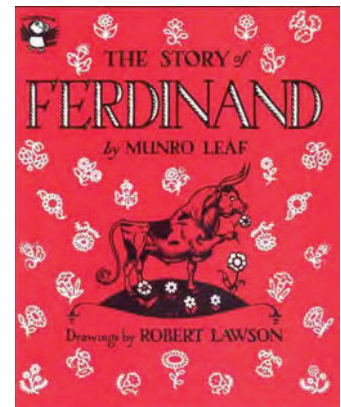


Anno's Spain by Mitsumasa Anno

When first published in France, Anno's Spain was titled *In the Footsteps of Don Quixote*—fitting for our gentle hero tracing the paths of the chivalrous Don Quixote tilting at windmills. And yet there is so much more here; Anno leads his readers through scenes rich with historical, literary, artistic, and architectural beauty. Here the revolutionary genius of Antoni Gaudí is displayed with Sagrada Família's tallest tower complete, and masterpieces by Picasso, Dalí, and Velasquez are woven subtly into the landscape. The youngest readers will delight to discover Snow White and the Seven Dwarves, and Columbus's *Santa María* anchored just offshore, beckons the curious to take this delightful adventure through Spain's rich and varied landscape.

The Story of Ferdinand by Munro Leaf

The best-known work of American author Munro Leaf and his gifted collaborator Robert Lawson, *The Story of Ferdinand* is the delightful story of a bull who would rather smell flowers than fight in bullfights. He sits in the middle of the bullring failing to take heed of any of the provocations of the matador and others to fight. Ironically, this simple children's picture book created an international stir upon its publication over 80 years ago. It was banned in civil-war-torn Spain, burned in Germany as propaganda by Hitler, and was seen, even in the United States, as promoting communism. Today it is seen for exactly what it was meant to be—a delightful story of a bull who decides to forge his own path.

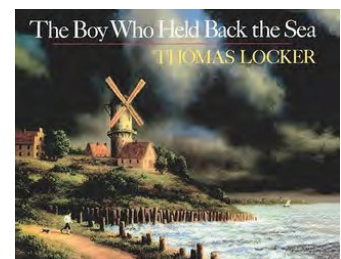


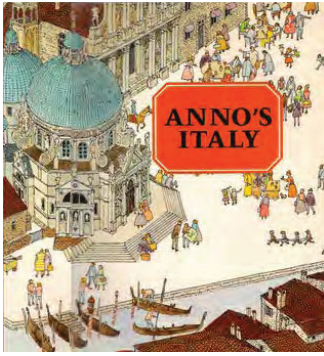
El Chino by Allen Say

Billy Wong was the first Chinese person in history to become a Spanish bullfighter. When Billy travels to Spain and sees his first bullfight, he is astounded by how short the Matadors are and realizes he could possibly be a matador too. He devotes his life to learning the art of bullfighting. But then he is informed that in Spain only Spaniards can be matadors. But Billy's passion and perseverance pay rich rewards.

The Boy Who Held Back the Sea by Lenny Holt, illustrated by Thomas Locker

In Holland, even a small leak in a dike could be catastrophic, so citizens learned early to watch for breaches and to notify the townsfolk to prevent disaster. There are many versions of this tale in the folk literature of this country. In this version, mischievous Pieter learns the story of the heroic Jan from his grandmother and is so inspired by his young counterpart, that he determines to be like him. Thomas Locker has modeled his paintings after the Dutch masters.



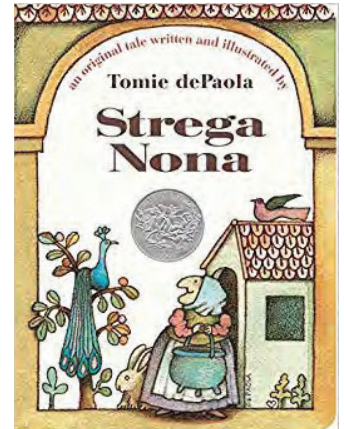


Anno's Italy by Mitsumasa Anno

This book is unique to all the Journey books because the author has created an homage to the life of Christ by including, surreptitiously, in nearly every landscape biblical stories. Sometimes they are hidden, so look carefully! While Italy is not the actual background of Christ's life and ministry, Anno manages to depict iconic scenes by modeling them after the Italian Renaissance masters. So readers will recognize the religious works of Fra Angelico, Leonardo da Vinci, and Michelangelo. But Botticelli and Velasquez are here too. And lest you think it is all serious art, don't miss Pinocchio being chased by Geppetto, Tarzan swinging in the trees, the Three Little Pigs defying the eponymous wolf, and the beloved Cinderella losing her slipper.

Strega Nona by Tomie De Paola

Strega Nona—"Grandma Witch"—is the source for potions, cures, magic, and comfort in her Calabrian town. Her magical bottomless pasta pot is especially intriguing to hungry Big Anthony. He is supposed to look after her house and tend her garden, but one day, when she goes over the mountain to visit Strega Amelia, Big Anthony recites the magic verse over the pasta pot, with disastrous results.

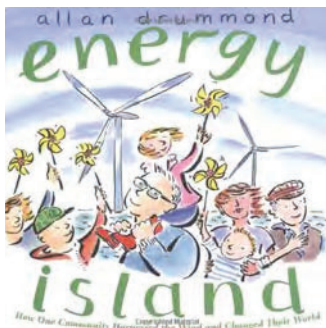
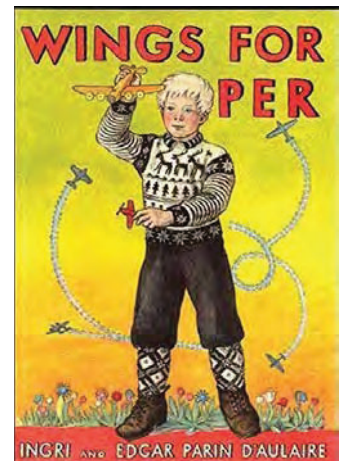


Karl, Get Out of the Garden! Carolus Linnaeus and the Naming of Everything by Anita Sanchez

The progress of science owes much to this Swedish naturalist, botanist, physician, and zoologist. He is best known for formalizing the modern system of naming organisms called binomial nomenclature. Each animal studied in this course has their binomial (meaning two) names in Latin, by which all creatures are categorized. This ingenious method of organizing, categorizing, and naming the earth's creatures earned Linnaeus the reputation as "The Second Adam." As a child, his mother was forever calling him in from the garden to study. Little did she know Karl's time in the garden began a lifelong passion that would uplift humanity and change the course of science in countless ways.

Wings for Per by Ingri and Edgar Parin D'Aulaire

This book takes place in Norway and is based on the true story of Ingri D'Aulaire's eldest nephew Per Bugge, who had the actual adventures related in this book. Per was a Norwegian boy growing up during World War II when the Germans occupied his country. As a teen, he escaped from Norway on a fishing boat to England where he trained with the Royal Air Force. He became an ace fighter pilot. The beginning of the story and the ending, which romantically depict his home on a steep fjord mountainside, are somewhat embellished, but the facts of the story are accurate.

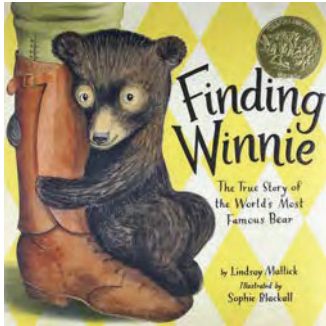
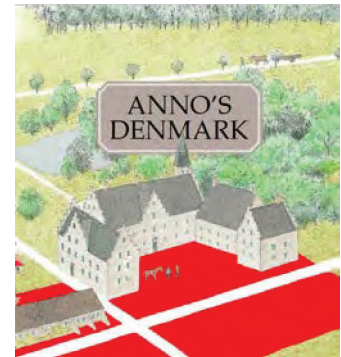


Energy Island by Allan Drummond

When the determined citizens of the tiny Danish island of Samsø, Denmark, decide to make a change, things happen! Meet the environmentally friendly people who now proudly call their home Energy Island. At a time when most countries are producing ever-increasing amounts of CO₂, the rather ordinary citizens of Samsø have accomplished something extraordinary—in just ten years they have become almost completely energy independent. Told in the form of a story, this is a science book too which proves that with a little hard work and a big idea, anyone can make a huge step towards energy conservation.

Anno's Denmark by Mitsumasa Anno

Those who follow Mr. Anno on this delightful journey through Denmark will discover a land of sunny dunes, Viking ruins, colorful seaports, Shakespeare's Hamlet and his father's ghost, and fairy tale characters in every scene. For Denmark is the magical land of Hans Christian Andersen, where mermaids fall in love with princes, where emperors parade naked, and where ugly ducklings turn into swans. Tiny Thumbelina, the steadfast tin soldier, and the nightingale are just a few of the beloved characters depicted here. As an homage to one of the world's greatest storytellers, Mitsumasa Anno has created in *Anno's Denmark* a work of joy, humor, and whimsy.

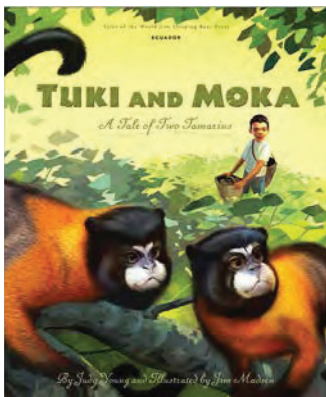
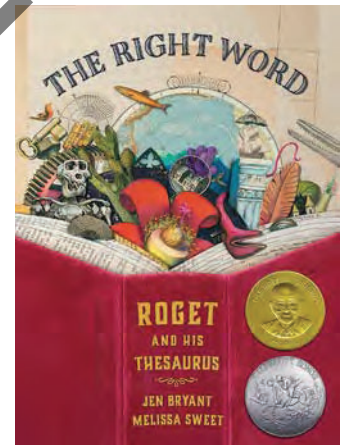


Finding Winnie: The True Story of the World's Most Famous Bear by Lindsay Mattick

In 1914, Harry Colebourn, a veterinarian on his way to tend horses in World War I, follows his heart and rescues a baby bear. He names her Winnie, after his hometown of Winnipeg, and he takes the bear to boot camp. Harry Colebourn's real-life great-granddaughter tells the true story of an enduring friendship and a remarkable journey—from the fields of Canada to a convoy across the ocean to an army base in England and finally to the London Zoo, where Winnie makes another new friend: a real boy whose name is Christopher Robin.

The Right Word: Roget and His Thesaurus by Jen Bryant

For shy young Peter Mark Roget, books were the best companions—and it wasn't long before Peter began writing his own book. But he didn't write stories; he wrote lists. Peter took his love for words and turned it to organizing ideas and finding precisely the right word to express just what he thought. His lists grew and grew, eventually turning into one of the most important reference books of all time. Melissa Sweet's whimsical illustrations bring life, color, and humor to this story.

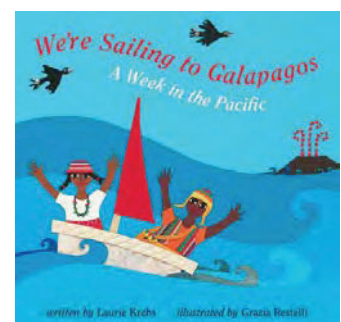


Tuki and Moka: A Tale of Two Tamarins by Judy Young

Eduardo and his family live in a small town in Ecuador, near the Amazon rainforest. Each month Eduardo and his father travel by river to the rainforest where they do their job as castañeros—gathering Brazil nuts. The beautiful rainforest is not only important to castañeros, but it is also home to many exotic species of plants and animals, including two playful tamarins that Eduardo has befriended and named Tuki and Moka. But one night, the peace of the forest is threatened by animal traffickers who illegally capture and then try to sell some of the birds and animals. Can Eduardo save his friends?

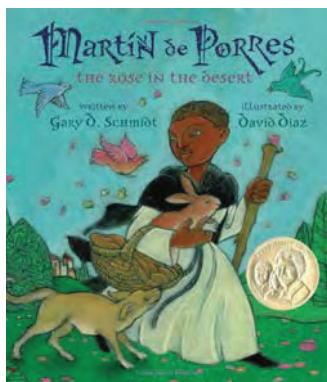
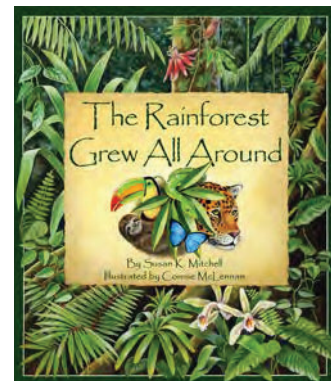
We're Sailing to Galapagos by Laurie Krebs

Tour the Galapagos Islands in a red-sailed boat and encounter many exotic land and sea animals, like giant tortoises, albatrosses, iguanas, lava crabs and blue-footed booby birds! This rhyming story, which also teaches the days of the week, also includes fascinating facts on Charles Darwin, the Islands and the animals that live there.



The Rainforest Grew All Around by Susan K. Mitchell

Tropical rainforests have gotten a lot of recent attention in school programs and the media, causing a growing awareness of these marvels of creation. With ecosystems so dramatic and with such an abundance of exotic wildlife, the preservation of these forests is vital to all. This book will introduce young students not only to the magnificence of the plants—like giant kapok trees, animals—sloths and jaguars, but also the important foods and products that we depend on daily that come from these forests.

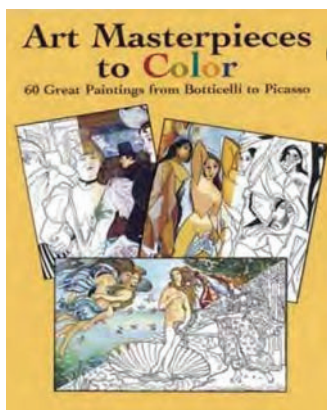
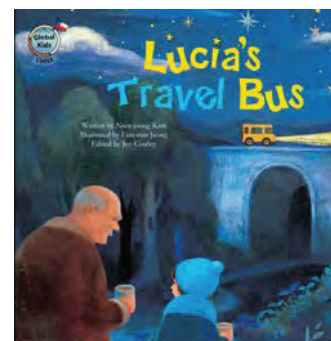


Martín De Porres—the Rose in the Desert by Gary D. Schmidt

As the cast-off son of a Spanish nobleman and a former slave, Martín de Porres was born into extreme poverty. Even so, his mother begged the church fathers to allow him into the priesthood. Instead, Martín was accepted as a servant boy. But soon, the young man was performing miracles. Rumors began to fly around the city of a strange mulatto boy with healing hands, who gave first to the people of the barrios. Martín continued to serve in the church until the Dominican Order finally received him, no longer the worthless son of a slave, but rather a saint and the rose in the desert.

Lucia's Travel Bus by Nam-Joong Kim

Lucia is taking a trip through Chile with her grandfather on his yellow bus. First, they travel to the southern tip of South America to see the Magellanic penguins. Then they go east to the Aconcagua mountain. But Lucia's grandfather becomes sick and they must return home. During their travels, Lucia learns not only about her country, but also about life.



Art Masterpieces to Color by Marty Noble

As we work our way through *Around the World with Picture Books Part II*, children will have an opportunity to study some of the world's greatest artists. Once they've read a picture book on an artist, then perhaps watched an educational video, and then explored a piece or two, they can then engage with an actual work themselves. Over 50 artists are included here, and in this study, we will look at key French Impressionists, Dutch masters, Italian Renaissance artists and modern greats like Picasso and Salvador Dali.

SAMPLE

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1. LET'S VISIT FRANCE!

LESSON 1

Open to the inside front cover of *Maps* and point out the seven continents. Sing the "Continent Song" while pointing to each. Then locate Europe on this map and discuss its size in comparison with that of the other continents. Then turn to pages 4-5 of *Maps*, and this time allow the student to repeat the above steps independently. Turn to the next page and spend some time observing the enlarged view of Europe. See if the student can recognize some of the countries of Europe. Point out the ones to be explored in this study: France, Spain, Holland, Italy, Sweden, Denmark, and Great Britain.

Turn to pages 30-31 of *Maps* and study France. Identify the oceans that border France to the west (the Atlantic) and the south (the Mediterranean). Identify the body of water that comprises the northwest border of France (The English Channel). Point out the mountain range to the southeast of France (the Alps). Identify the mountain ranges that border France to the east (the Vosges) and the northeast (The Ardennes). Point out some of the most famous architectural structures of Paris including the Eiffel Tower, the Louvre Pyramid by I.M. Pei, the Sacré Coeur Basilica, and the Palace of Versailles. Each of these and additional sites can be visited in *This is Paris* by Miroslav Sasek.

After studying the map in detail, have the student select any of the geographic or architectural sites that are of interest and spend some time researching one or two. A few suggestions are Mont Saint-Michel, Pont-du-Garde Aqueduct, the cathedral at Rouen, or the Papal Palace at Avignon. After studying and researching them, have the student record a few facts and an illustration in the student notebook.

LESSON 2

In preparation for reading *Anno's Journey* by Mitsumasa Anno, study the images opposite. All of the images are from French Impressionist artists that Anno has included in this wordless picture book. The images from left to right are as follows:

1. *The Winnowers* by Gustave Courbet (1855)
2. Vincent Van Gogh's *The Langlois Bridge* (1888)
- 3a. *The Laundress* by Frederic P. Vinton (1890) or
- 3b. *The Laundry and Mill at Osny* by Camille Pissarro (1884)
4. *A Woman Baking Bread* by Jean-François Millet (1854)
5. *Woman in the Bath* by Edgar Degas (1886)
6. Seurat's *Bathers at Asnières* (1884)
7. *The Meeting* by Courbet or *Bonjour, Monsieur Courbet* (1884)
8. *The Gleaners* by Jean-François Millet (1857)
9. *L'Angelus (The Angelus)* by Millet (1859)
10. *Shepherdess: The Plains of Barbizon*, also by Millet (1864)
11. George Seurat's *A Sunday Afternoon on La Grande Jatte* (1884)

Spend time researching these beautiful Impressionist paintings before introducing them to the student. Then share a little about each work before beginning *Anno's Journey*. Make a game to see how many the student can find independently as you explore the book. Some of the images depicted in *Anno's Journey* only intimate the painting and sometimes Anno may show the character just before the action takes place. For instance, the woman in scene 4 carrying a board with loaves of bread resembles the woman in Jean-François Millet's *A Woman Baking Bread*. In other scenes, the picture is identical to the original masterpiece as in *Shepherdess: The Plains of Barbizon*, where the shepherdess' posture, dress, and the color of her clothing are the same. In the scene with the woman washing clothes in the river, there are two possible works from which Anno may have derived his inspiration. Study them both and then guess which one Anno most closely depicted. There is no wrong answer here, just the pleasure of observing closely. Try to have a full-screen size image of each of these masterpieces to study with your student. Talk about color, light, composition, and the emotions the art conveys.



1



2



3a



3b



4



5



6



7



10



8



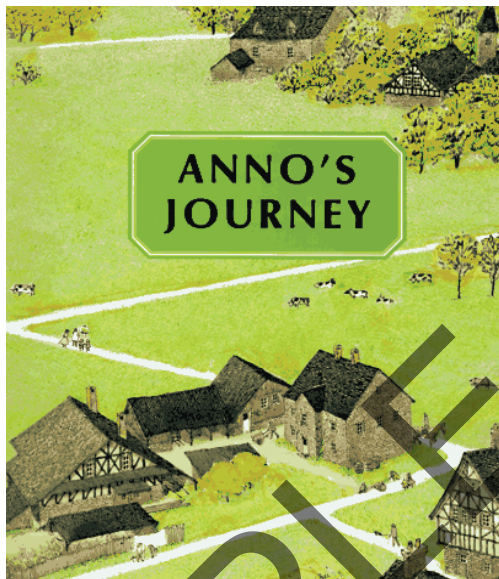
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11

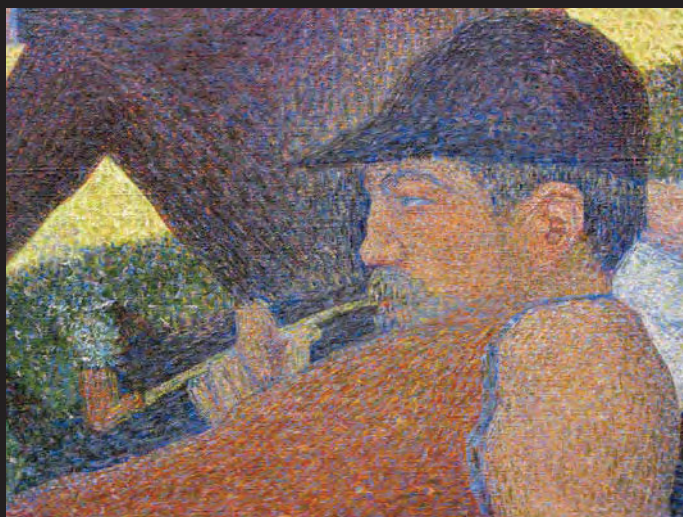
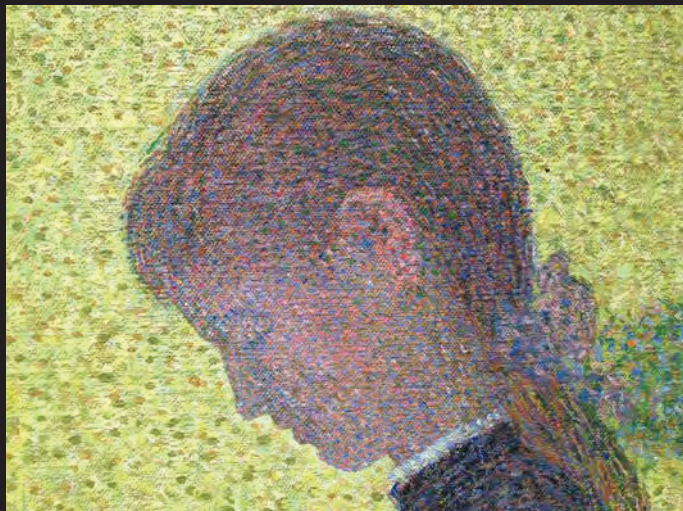
LESSON 3

Begin *Anno's Journey*. Explore scenes 1-7. Be sure to locate Anno in each scene! The following notes are divided into sets of seven double-page spreads. In the first landscape, Anno arrives by boat onshore where a single stag observes him. The stag in medieval times was a symbol of Christ and can be seen in many medieval works of art and tapestries. In scene 2, Anno meets a man and buys a horse to begin his journey. Notice the white doves.



In scene 3, Anno enters a small village by horse, and here are depicted two Impressionist works. The woman doing laundry by the mill may be inspired by either of the two works listed above. Which one matches most closely? The central figure of Millet's *The Winnowers* is also featured. What else is taking place? (logging, harvesting, milking, and splitting wood for firewood). In which season of the year do these activities take place? (Autumn). Notice the white doves. In scene 4, a busy vineyard is depicted during harvest. It is customary in France to feed all the workers that come to help pick the grapes, so perhaps the woman carrying the loaves of bread is preparing for lunch? Could she be the same woman from Millet's *A Woman Baking Bread*? What might indicate that the bread the woman is carrying is baked? (The building she is entering has no chimney.) Notice the white doves.

Scene 5 depicts a humorous take on Degas's *Woman in the Bath*. (A boy is peeking over the fence at the woman bathing.) In one of the windows, a famous composer is sitting. Who is it? (It is Beethoven.) What is happening with the white doves? Notice the man proposing to his love. Be sure to follow these lovers through the next three scenes. Notice the postman emptying the mailbox. Scene 6 is a schoolyard with typical children's games and a footrace about to begin. In scene 7 the woman who has just received a wedding proposal seems to be greeting Anno in a friendly manner while her friend looks on quizzically. Follow the action in the next scene.



LESSON 4

Explore *Anno's Journey* scenes 8–14. In scene 8 the footrace comes to an end, and a duel takes place. The woman from the proposal scene stands in the foreground holding her friend. In scene 9, three Impressionist works are featured. Help the student to identify them. The Langlois Bridge, depicted in Van Gogh's painting, can still be seen in Arles, France. Pictures are available online. *A Sunday Afternoon on La Grande Jatte* records a common pastime in 19th century Paris in which locals would visit the island of *La Grande Jatte*—located in the Seine River—to relax and visit with family and friends. The painting is considered the first major pointillist painting. For further research Kahn Academy has an excellent six-minute video on this painting. Here are magnifications of parts of the painting showing Seurat's technique of combining tiny points of paint—thus the name pointillism. Try Seurat's method with children using colored markers, colored pencils, or crayons. From the Art Connection in this study on France, follow the assignment for *A Sunday Afternoon on La Grande Jatte*.

Locate the boy from the following nursery rhyme:

Tom, Tom, the piper's son,
Stole a pig, and away did run;
The pig was eat
And Tom was beat,
And Tom went crying
Down the street.

In scene 10, the men in the foreground are playing pétanque, a game that is also called bocce ball in Italy and the United States. In scene 11, the artist uses an optical trick in his depiction of Anno. Locate the Pied Piper of Hamelin. Do you think the wedding in scene 12 is the couple in the proposal from scene 5? In scene 13, locate the musical notes of Beethoven's famous Ninth Symphony. Listen to some of it while looking at the book. In scene 14, a prisoner is attempting to escape. What are the little boys doing? (They are trying to alert the guards.)

“Some say they see poetry in my paintings.
I see only science.”

—Georges Seurat

LESSON 5

Explore scenes 15–21 of *Anno's Journey*. In scene 15, see how many types of shops the student can identify. What genre of film is playing at the theater? (It is a Western.) Since 1889, when Buffalo Bill's Wild West show came to Paris for the World Exposition, the French have been enamored by Westerns. How is the little boy dressed who is waiting in line at the theater? (He is dressed up as a cowboy.) Notice the marionette theater. For a fun introduction to marionette art, watch Scott Land's *The Amazing Ballantine* on YouTube.

In scene 16 find the Sesame Street characters—Big Bird, Kermit the Frog, Oscar the Grouch, and the Cookie Monster; find the king from *The Emperor's New Clothes*. In scene 18, notice the donkey, the dog, a cat and a cock from the Brothers Grimm *The Tale of the Bremen Town Musicians*. If desired, read this sweet story with your student. Ilse Plume illustrates a lovely picture book edition that won the Caldecott Honor. Other artists that have illustrated this tale include Lizbeth Zwerger, Brian Wildsmith, and Paul Galdone. Also notice the red balloon and follow it in the next two spreads. The short film *The Red Balloon*, directed by Albert Lamorisse (1956), is one of France's most beloved children's movies.

In scene 19, locate the Impressionist masterpiece *The Meeting* by Courbet. This scene depicts the artist (with the backpack filled with art supplies) meeting his patron—Alfred Bruyas—for the first time. Bruyas is accompanied by his servant and a dog. The men rendezvous near Montpellier in southern France.

In scene 20, be sure to find Little Red Riding Hood and the wolf. This spread includes two Impressionist masterpieces by Jean-François Millet—*Shepherdess: The Plains of Barbizon* and *The Gleaners*. Barbizon is in north-central France near the Fontainebleau Forest and was a place that many Impressionists visited, including Monet, Renoir, Sisley, and Bazille, to paint landscapes. In *The Gleaners* Millet has depicted three poor women gleaning what is leftover after harvest, a practice common since ancient times. Remember the story of Ruth in the Old Testament? The practice of gleaning was one way that a community helped provide for the poor. But in Millet's painting, the three women's meager gleanings are contrasted with the rich sunlit harvest in the background. Discuss with your student what the artist may be trying to say. In the Art Connection locate the lesson on *The Gleaners* and follow the instructions.

Finally, in scene 21, Anno departs, and Millet's *The Angelus* presents two peasants bowing their heads to pray. The Angelus is a prayer commemorating the angel Gabriel's announcement to Mary of the Incarnation. The church bells would ring for this call to prayer (hinted at by the church steeple in the distance), which also marks the end of the work day—a fitting way for Anno to end his delightful journey through France.





LESSON 6

In preparation for reading *Anatole* by Eve Titus, read the following vocabulary words and discuss: “contented”, “villain”, “trifle”, “scoffed”, “scorned”, “indifferently”, “resign” (as in “resign yourself”) and the French phrases: *C’est la vie!*—That’s life! *N’est-ce pas?*—Is it not true? *Voilà!*—That’s it! Read *Anatole* by Eve Titus.

When the story opens, Anatole is the happiest mouse in France. What occurs that changes this? (He overhears talk that makes him realize some people think mice are a disgrace.) How does this news affect Anatole? (He feels scorned and unwanted.) How does Gaston react to this news? (Gaston is indifferent. He thinks Anatole is taking the news too much to heart and should resign himself since, “People are people, and mice are mice.” After all, “C’est la vie.” That is life!)

When Anatole returns and shares his dilemma with his wife, her response gives Anatole an idea. What is it? (He decides that there is probably something he can do to benefit those who provide him with food.) How does Anatole solve his dilemma? (He uses the talent he has—a love for cheese and a powerful sense of smell—to rate the cheeses at the Duval Cheese Factory.) How does this solve Anatole’s problem? (Anatole now provides a service in exchange for the food he takes to feed his family which restores his dignity and gives him the satisfaction of a job well done.) After discussing the book, have the student draw a picture of Anatole and Gaston and paste it in the notebook with a brief description of the book. Consider having a cheese tasting of the six types of cheese Anatole liked best! This way, students can have an opportunity to try some different tastes in cheese from typical American varieties.

LESSON 7

Read *Stone Soup* by Marcia Brown. This old French folktale likely originated during times in France when soldiers were not taken care of by the armies they served and sometimes had to fend for themselves to find food and lodging. For defeated armies—desperate soldiers often returned home with just the clothes on their backs. In times like these, poor villagers learned to hide their provisions, lest hungry soldiers demand them. The setting of *Stone Soup* is during a desperate time in France after a war. After reading the story, consider the character of the soldiers and the villagers.

Do the soldiers get angry when the villagers deny them food? (No, they remain calm and friendly.) Did the soldiers use their wits to get what they needed? (Yes, they realized that the peasants were probably good people, but were suffering in hard times like everyone else.) What is one of the morals of the story? (When everyone gives a little of what they have, the blessing can be shared by all.) In one of the earliest versions of this tale by M. Barbe (1771) the author summed up his moral with the following. If desired, have students record this in the student notebook.

**“San mille occasions, pur se tirer d’affaire,
Un peu d’esprit est nécessaire.**

**On thousands of occasions, to get oneself
out of a problem, A little spirit is necessary.”**





LESSON 8

Before reading *The Little Prince* by Antoine de Saint-Exupéry, locate at the library *The Pilot and the Little Prince* by Peter Sis. This biography of Saint-Exupéry is rich in cultural and historical detail and will enhance your reading of *The Little Prince*. Here are some connections to make with your student. On the second and third pages of the biography, there are images from one of the first French filmmakers—Georges Méliès, as well as the hot-air balloon of the Montgolfier brothers, the *Nautilus* of Jules Verne's *Twenty-Thousand Leagues Under the Sea*, and a man ascending a balloon from the back of his horse. This man is likely Thomas Green, a famous English balloonist, who actually alighted in this manner. Saint-Exupéry was born in Saint-Maurice-de-Rémens, which is near Lyon, France. Locate Lyon on page 31 of *Maps*.

Because Antoine grew up at a time when all of France was obsessed with aviation, it is understandable that from his boyhood he wanted to fly. Antoine would have been 8 years old when the Wright Brothers successfully flew in Le Mans, France, and the fact that there was an airfield near his home (at Ambérieu-en-Bugey) when he was 12, certainly had a profound impact.

When Antoine gets his first job flying the mail by himself from France to Spain, what advice does Guillaumet give him? (He tells him not to rely solely on the maps but to study the face of the landscape.) How does the artist depict this? (Sis draws the terrain as though it has faces.) How did pilots that crash-landed send for help? (They sent carrier pigeons.) When you read *The Little Prince*, note the similarities between Saint-Exupéry's life and the book. For instance, Antoine crash-landed in the desert on a few occasions, and also rescued others in similar situations. When Saint-Exupéry disappeared over Nazi-occupied France, his body was never found. At the end of *The Little Prince*, when the prince dies, his body is not found. In 1998, a silver bracelet with Saint-Exupéry's name on it was found by a fisherman in the Mediterranean, and in 2004, his plane was identified in this same area. Saint-Exupéry was only 44 years old when he died.

Night Flight was Antoine's second book, and it won the Prix Femina. Two years after its publication, the French perfume maker Guerlain—who was a friend of Antoine's—made a fragrance by the same name. Saint-Exupéry's book also inspired a film, an opera, musical scores, and plays. Notice how the designers at Guerlain have made the bottle image like the propeller of an airplane.

