

Beauty & the Beast

Elementary School Study Guide

Written by Jennifer Trochez-MacLean



Music by André Grétry
Text by Jean-Francoise Marmentel

Based on the story “La Belle et La Bete” by Jeanne-Marie Leprince de Beaumont

First American performance was in 1794

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ANDRÉ GRÉTRY

1741-1813

André Grétry was born in Liège on February 8, 1741, the son of a poor musician. He served as a choir boy at Saint-Denis, and at the age of 12 became a pupil of Leclerc. Grétry determined to study Italian opera after being inspired by works of Galuppi and Pergolesi. At 18, he composed a mass which he dedicated to the canons of the cathedral at Liège.

Canon Hurley funded Grétry's move to Italy, where he studied under Casali at Rome's Collège de Liège for five years and achieved his first success with an Italian intermezzo, *La Venedemmiatrice*, at the Aliberti Theatre in Rome.

In 1767, Grétry decided to devote himself to the French *opera comique*, and accordingly moved to Paris. For two years the composer languished in poverty and obscurity, until his friend, the Swedish ambassador Count Creutz, helped him to acquire a libretto from Marmontel. Grétry set *Le Huron* to music in under six weeks, and upon its premiere in August 1768, it was a hit.

He followed it with two more hits, *Lucile* and *Le Tableau parlant*, and his stature in the world of French opera was established.

Over his long career, Grétry composed over fifty operas. His best known operas are *Beauty & the Beast*, composed in 1771, and *Richard Coeur de Lion*, composed in 1784. *Beauty & the Beast* was reportedly a favorite of Mozart's, who heard it while working on *The Magic Flute*.

Marie Antoinette appointed Grétry music director of Louis XVI's court and the composer lost much of his property during the French Revolution. Nevertheless, he managed to rise above, or successfully navigate, the politics of the time. Each successive government vied for his favor: the old court showered him with rewards and distinctions; the republic made him an inspector of the conservatoire; and Napoleon granted him the cross of the legion of honor and a pension.

The composer died at the Hermitage in Montmorency on September 24, 1813. Fifteen years later, his heart was transferred to his birthplace and in 1842, a bronze statue of Grétry was erected in Liège.

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SETTING THE STAGE: CREATING A PERSONAL SYNOPSIS

Objectives of Engagement

- Students will work in cooperative groups to familiarize themselves with the synopsis of *Beauty & the Beast*.
- Students will make a "French Door" book for their personal synopsis of the opera that will demonstrate an understanding of the two acts in *Beauty & the Beast*.

Suggested Number of Class Periods: 2

In the first class period students will work in teams to become familiar with one of the two acts in the synopsis of *Beauty & the Beast*, as well as prepare a presentation to share with the class. During the second class period, student groups will present to each the act that they have become the "experts" of to the other students. Using what they have learned from each other, students will then complete a "French Door" book of the synopsis of *Beauty & the Beast*.

Class Period 1

Materials

- Student copies of the synopsis of *Beauty & the Beast*.

Activity

1. Divide the students into two groups, one group per act. Each group will be responsible to work as a team to read their assigned act of *Beauty & the Beast*. Each group will also be responsible to present their "act" to the other group.
2. Tell the students that their group will become an expert on one of the two acts in the story of *Beauty & the Beast*.
3. Assign each group one of the two acts in *Beauty & the Beast*.
4. Hand each student in a group a copy of the act assigned to their group. Each student should have a copy of the act he or she will be responsible to understand in order to create the group's presentation of that act.



5. Allot time for each group to read and discuss their assigned act. Within the group students can partner up and "buddy read" the act, or the group can popcorn read the act. Choose the reading technique that you feel will enable all your students to understand what happens in their act and that works best with your class and style of classroom management.
6. Check in with all the groups as they are reading and discussing their act to ensure that all students have access to the information from the synopsis.
7. Allot time for the groups to plan and prepare their 5-10 minute presentation of what happens in their act. The groups should be encouraged to "act" out their assigned act or find another creative way to "teach" their classmates about what happens.

Class Period 2

Materials

- student copies of the synopsis of *Beauty & the Beast*
- one white 11" x 17" sheet of paper
- pencils, crayons, etc.
- two chart papers titled accordingly: Act I, Act II

Activity

1. Before the students begin their group presentations, have students make the "French Door" books needed today by following steps 2 through 7. A diagram on the next page shows what these books should look like when completed.
2. Give each student his or her own 11" x 17" sheet of paper.
3. Have students fold their sheet of paper in half lengthwise (a hamburger fold).
4. Without unfolding the paper, have the students fold the paper in half again, lengthwise, but this time it will be a hot dog fold, to make four panels.



5. Have students unfold their sheet of paper revealing four "columns." Explain to the students that the middle crease will become the midpoint for the next step.
6. Fold the outer edges of the paper to meet the midpoint crease. The two "doors" have been created once both edges are folded over.

7. Each fold or "door" will represent an act in *Beauty & the Beast*. Have students label the "french door" book with *Beauty & the Beast*, An Opera by Andre Gretry near the top, across both doors. Then have them label the left "door" Act I and the right "door" Act II.
8. Once the "French Door" books are made, students can set them aside during the small group presentations of the individual acts.
9. The group responsible for Act I can present to the other group.
10. After the presentation, have students volunteer a list of events that happened in Act I. A brief group discussion, guided by the teacher, following the presentation of Act I, may be necessary to ensure that students are familiar with the characters and understand the sequence of events.

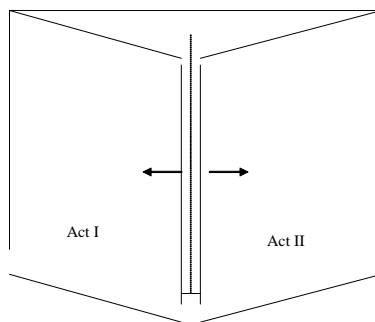
Chart character names and the sequence of events under the chart paper labeled Act I. This will later serve as a reference for students to create their personal synopsis of *Beauty & the Beast*.

11. For Act II, repeat steps 8 ,9, 10.
12. Using the information they gathered from their reading, the presentations, and reference charts created by the teacher, students will create their personal synopsis of *Beauty & the Beast* using their "French Door" book.
13. Once all presentations are completed, instruct students to create their personal synopsis of *Beauty & the Beast*. Under each "door" students are to make an illustration representative of a significant event within that act. They are also to write a paragraph underneath their drawing that explains the event.

Remind students that they can refer to the charts created from their presentations and discussion to help them with their personal synopsis of the opera.

14. Upon completing their personal synopsis, have your students partner up with a classmate and share their work with each other.
15. Once the students are done sharing with each other, the books can be displayed in the classroom. When not displayed, students can collapse their "French Door" book and store.

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EXTENSION ACTIVITY: “THE MEMORY MATCH GAME”

Suggested Number of Class Periods: 1

By playing “The Memory Match Game” in teams of two, students will learn who's who and what's what in Grétry's *Beauty & the Beast*.

“The Memory Match Game”

Materials

- student copies of the game cards; one set of cards per two students (Xerox copies onto cardstock to make cards sturdy)
- scissors
- Ziploc bag for storage of each game set
- prepared sentence strips with names of characters and another set with their descriptions to play a classroom round of “The Memory Match Game” (optional)

Activity

1. Review the directions on how to make the card set with your students (these are included in the student handout section).
2. Once the teams have cut out their cards and are ready to play, review the directions on how to play the game. Directions are on the student handout for this activity.
3. Allow the teams to play a few rounds of “The Memory Match Game.” As they are playing they will become familiar with the names of the key characters in *Beauty & the Beast*.

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Optional Activity

1. Mix up the names and character descriptions and place in a large sentence strip chart, text facing in.
2. After the individual teams have played their rounds of "The Memory Match Game," divide the class into two teams. These two teams will play against each other.
3. A member from each team (this can be rotated per turn) will turn over two cards to show the text. If there is no match, then the cards are turned over again, and the other team has their turn. If there is a match, the team holds on to that pair. That team has one more turn before the other team takes their turn. Teams can help their teammate make a decision on what cards to turn over.
4. The game is over when all pairs of names and descriptions have been matched. The team with the most pairs wins the round.

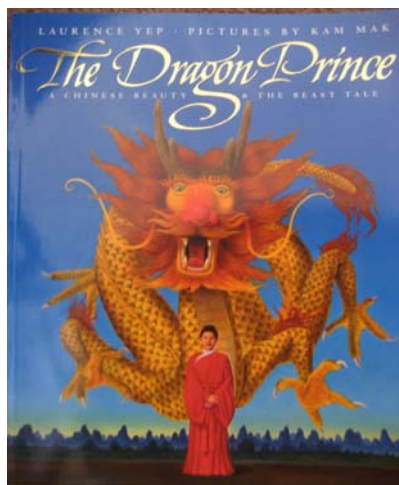
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SOLUTION TO

"THE MEMORY MATCH GAME"

Character	Description
Ali	Sander's servant who is with him when he takes shelter in a deserted palace.
Azor	He is the character who is punished for his selfish nature.
Beast	Azor is also known as this because his good looks are "covered" by the ugliness of his selfish nature.
André Grétry	He is the composer who set the story <i>La Belle et la Bete</i> and the play <i>Amour pour Amour</i> to an opera.
Rose	This object is what Sander promises his daughter, but taking it enrages the selfish prince, Azor.
Sacrifice	This is what Sander must do when he chooses to send one of his daughters to Azor instead of losing his life.
Sander	He is Zémire's father.
Zémire	She is the woman who "sees" past Azor's ugly appearance and recognizes his sensitive nature. Her love is what breaks the spell of the Beast.

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MAKING CONNECTIONS:

THE DRAGON PRINCE: A CHINESE BEAUTY & THE BEAST TALE BY LAURENCE YEP

The Dragon Prince
Written by Laurence Yep
Illustrated by Kam Mak

Harper Collins Publishers, 1997
ISBN 0-06-024381-3 • ISBN 0-06-443518-0 (pbk.)

About The Story

Once there was a poor old farmer with seven daughters. His prettiest and youngest daughter, Seven, was an amazing weaver who could weave the finest silk and embroider the fanciest stitchery. Her work kept her family from starving. In addition to being a good weaver and beautiful, Seven had a kind heart. Seven's sister, Three, was jealous of Seven.

One day the sisters were in the rice field when Three came upon a golden serpent. As she picked up her hoe to kill it, Seven came to the fields with her family's dinner. Seven, realizing what Three was about to do, stops her sister from killing the serpent. Seven picks up the serpent, takes it outside their fields, and walks away.

The serpent wriggles itself into a cave, where he transforms himself into a huge, fierce dragon.

When the farmer returns home, the dragon seizes him. The dragon promises the farmer his life if he gives him one of his daughters for a wife. The farmer tells the dragon that he cannot order any of his daughters to do such a terrible thing, and so the dragon prepares to kill him. One by one, six of the farmer's daughters show up looking for him, and one by one they refuse to become the dragon's wife. When Seven comes looking for her father, she agrees to marry the beast in order to spare her father's life.

The dragon orders Seven to climb onto his back and then he whisks her away to a beautiful palace in the ocean. The dragon is surprised that Seven is not afraid of him. Recognizing the face of beauty and magic within the face of terror, Seven tells the dragon, "The eye sees what it will, but the heart sees what it should. If you had meant to harm me, you would have done so already." Seven's bravery, kindness and beauty win over the dragon's heart. At that moment the dragon transforms himself in to the handsome and wealthy prince that he is and marries Seven.

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Despite the wonderful things and life the prince gives Seven, she gradually becomes sad and loses her appetite. When Seven tells the prince that she misses her family, he tells her that she can visit her family, but must come back in ten days. Seven agrees, and leaves that night with her maids and an assortment of valuable gifts for her family.

Seven's family is happy to see her and happy to learn that the dragon was really a handsome and wealthy prince in disguise. She gives them her gifts, telling them they will never have to work or go hungry again. Envious of her sister, Three devises a plan.

The next day both Seven and Three go to the river for a picnic. At the picnic Three tricks Seven into exchanging clothes and jewelry with her. As they look in the river to see their reflections, Three knocks her on the head and shoves her into the river.

When Three tells the rest of the family what she has done, she gets them to promise to go along with her plan, by threatening them that the Prince will come back as the dragon and kill them all. Frightened of this fate, the other sisters and father tell Seven's servants that she is ill and send a message to the Prince, "Don't be surprised if she looks different." The Prince, upon receiving the message did not care, because his love for Seven was not based on her beauty. He loved her for the kindness she had always shown him.

When Three returns to the palace in Seven's clothing, the Prince overlooks her ugliness. He does notice however that his wife does not know where anything is and does not behave like the Seven he has grown to love. Prince leaves the palace to discover the truth because neither his eyes nor heart saw what they should.

The Prince begins his search but is unable to find Seven. Then one day he comes across a pair of shoes that an old woman is selling. He recognizes the embroidery to be that of Seven. The Prince buys the shoes and then follows the old woman back to her shack, where he sees Seven. The Prince learns the truth of what happened, and he learns that the old woman found her in the river and took care of her. Seven, happy that the Prince did not forsake her, agrees to go back to the palace with him, taking the old woman with them. After sending the shame-faced Three back to her family, the Prince, Seven and the old woman settle down to a long and happy life.

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As You Read

As you read the story, ask students to keep in mind the story of *Beauty & the Beast*. Inform them that as you read The Dragon Prince, they should make connections to *Beauty & the Beast*.

After You Read

After reading, students will compare and contrast The Dragon Prince and *Beauty & the Beast* by making a Venn Diagram.

Students in this activity will compare and contrast story elements from The Dragon Prince and *Beauty & the Beast* by creating a group Venn Diagram led by you. A list of the materials needed for this activity follow, followed by instructions for the activity.

Materials

- a large piece of butcher paper or chart paper for the group's Venn Diagram
- chart markers: blue, red, and purple
- blank sheets of paper (optional)

Instructions

1. Before the activity, draw the two overlapping circles that create a Venn Diagram. For one of the circles, use the blue marker and for the other, use the red marker. Title each circle: one circle will be labeled "*Beauty & the Beast*," the other, "The Dragon Prince." As you title the circle, use the corresponding color for its title.
2. After reading and discussing The Dragon Prince, begin to ask students how this story is similar to *Beauty & the Beast*. Then ask: How are they different from each other?
3. Begin to chart student responses. Take care to use the circle's corresponding color to chart unique characteristics of each of the stories. Use the purple marker to chart characteristics shared by both stories. Chart these responses in the area where both circles overlap.
4. If you would like your students have their individual Venn Diagrams, have them draw/copy the Venn Diagram you have posted. Once they have had 5-10 minutes to quietly reflect and fill in their Venn Diagrams, you can lead the charting of the group Venn Diagram. Students can then copy any responses that have been contributed by their class mates.



JUST FOR FUN: *BEAUTY & THE BEAST* WORD SEARCH

Print copies of the word search included in the student handout section and hand to students. The solution to the puzzle is below.

				D	Y									
					A	R								
						U	T							
							G	E					S	
								H	R				A	
S	A	C	R	I	F	I	C	E	T	G			N	
	Y	T	U	A	E	B	N			E			D	
							O					R	T	E
					Z		I					S	S	R
				E		A	S			A				
			M			L	I		E					
	R	I				I	V	B						
	R	O												
E			S											
A	Z	O	R	E										

Word (Over, Down, Direction):



- | | |
|----------------------|----------------------|
| ALI (7, 10, S) | ROSE (2, 12, SE) |
| AZOR (1, 15, E) | SACRIFICE (1, 6, E) |
| BEAST (9, 12, NE) | SANDER (14, 4, S) |
| BEAUTY (7, 7, W) | VISION (8, 12, N) |
| DAUGHTERS (5, 1, SE) | ZÉMIRE (6, 9, SW) |
| GRETRY (11, 6, NW) | |

STUDENT HANDOUTS: *BEAUTY & THE BEAST* SYNOPSIS

ACT 1

Sander has lost his fortune at sea and is returning home with his servant Ali when a storm drives them to take shelter in a mysteriously deserted palace in the depths of a forest. When Sander picks a rose to fulfill a promise to his daughter Zémire, he is confronted by the enraged Azor, a prince who has been turned into a beast in punishment for his selfishness. Only a promise of unselfish love can restore him. He forces Sander to choose between losing his life and sending one of his daughters to take his place. Sander conceals his sacrifice from his three daughters, but Zémire drags the truth from Ali and determines to take her father's place.

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STUDENT HANDOUTS: *BEAUTY & THE BEAST* SYNOPSIS

ACT 2

After her first feelings of horror, Zémire discovers Azor's true sensitive nature and becomes attracted to him. Months pass. She persuades Azor to let her see a vision of her family and he grants her request to visit them one last time. Her father is ill and her sisters do all they can to detain her. Zémire has promised to return to Azor before the sun sets, but they make her break her promise. At last she hurries back to the palace to find him languishing near death. Her confession of love breaks the spell: Azor is restored.

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STUDENT HANDOUTS: "THE MEMORY MATCH GAME" CARDS

Cut out the cards on the next page two pages. Once the cards are cut, you can play "The Memory Match Game."

To play

Turn the cards over to expose the blank side of the card (text face down). Mix them up and then arrange the cards into four columns by four rows. Each person will take a turn to turn over any two cards. If the cards show a name of a character in *Beauty & the Beast* and the correct description of that character, then you have a match. If you match correctly, remove the pairs of cards and set them aside. You can then take one more turn. If you do not match the character with the correct description of the character, then turn the cards over again, and the next player takes a turn.

The game is over once all characters have been matched with their description. The winner is the person with the most matching pairs at the end of the game.

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<p>Zémire</p>	<p>This object is what Sander promises his daughter, but taking it enrages the selfish prince, Azor.</p>
<p>Gretry</p>	<p>She is the woman who "sees" past Azor's ugly appearance and recognizes his sensitive nature Her love is what breaks the spell of the Beast.</p>
<p>Azor is also known as this because his good looks are "covered" by the ugliness of his selfish nature.</p>	<p>Count Almaviva</p>
<p>Azor</p>	<p>Sander's servant who is with him when he takes shelter in a deserted palace.</p>

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<p>Sacrifice</p>	<p>He is Zémire's father.</p>
<p>This is what Sander must do when he chooses to send one of his daughters to Azor instead of losing his life.</p>	<p>Rose</p>
<p>Ali</p>	<p>He is the composer who set the story La Belle et la Bete and the play Amour pour Amour to an opera.</p>
<p>He is the character who is punished for his selfish nature.</p>	<p>Beast</p>

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NAME: _____

Beauty & the Beast Word Search

I	G	J	A	D	Y	Q	U	O	D	P	P	Q	R	R
I	O	T	I	E	A	R	X	I	Y	D	S	B	N	Q
S	Q	F	O	M	E	U	T	H	E	B	I	N	U	V
T	J	B	N	Z	X	H	G	E	S	H	Q	E	S	C
F	T	L	R	U	Q	K	M	H	R	M	J	W	A	E
S	A	C	R	I	F	I	C	E	T	G	E	Z	N	H
P	Y	T	U	A	E	B	N	K	J	E	B	I	D	W
Z	K	E	H	J	X	D	O	F	D	X	R	T	E	G
P	G	Y	E	A	Z	M	I	C	N	Q	S	S	R	Y
F	A	B	G	E	U	A	S	C	T	A	P	M	T	N
H	V	S	M	D	K	L	I	Y	E	N	O	R	T	L
B	R	I	V	L	Y	I	V	B	U	Z	C	C	P	H
J	R	O	Q	V	A	Z	T	Y	P	U	U	R	G	R
E	H	B	S	L	E	N	H	E	X	V	C	X	T	P
A	Z	O	R	E	D	B	P	G	W	X	E	R	O	G

ALI
DAUGHTERS
SANDER

AZOR
GRETRY
VISION

BEAST
ROSE
ZÉMIRE

BEAUTY
SACRIFICE