

# Petit Prince Project

## Individual work:

<b>Due November 29th</b>
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### **Part 1: Looking at the symbolism in the novel.**

- Make a list of 10 people/items from the novel that you think are symbolic
- Explain the symbolism in French stating what the item is, what it represents, and what it teaches us about life.

**Part 2: Write a biography in French on the author, Antoine de Saint-Exupéry.** Be sure to include details about who the person was in his life who may have served as the inspiration for the character of the rose in his novel *Le Petit Prince*.

<b>Due December 13th</b>
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### **Part 3: Add a chapter to the novel**

You're going to create, write about, illustrate and present an 8th planet for the little prince to visit—essentially, you're inserting your own chapter into Saint-Exupéry's work! Use the following guidelines to create a successful project:

- Your chapter must have a minimum of 500 words.
- The planet must be described and must have at least one inhabitant, who must have a conversation with the little prince.
- The little prince must learn something from this encounter, and explain to the reader what he has learned.

- You may use your *Le Petit Prince* text, French dictionaries, and verb books to help you with this project. Those are the only resources you are permitted to use. Do not be tempted to use online translation services, as they are seldom correct and easily detected.
- Prepare a PowerPoint presentation with pictures to accompany your chapter. (Approximately 10 slides with pictures and text included on each slide.
- Present your chapter to the class. You don't have to memorize the text but you should know it well enough to be able to tell the story in an interesting and animated way, with enthusiasm and feeling. 😊

**Due December 18th**

**Part 4: Read the script for the musical, *Le Petit Prince*, produced by Richard Coccianté in 2002 and watch the musical on YouTube (<http://ticsenfle.blogspot.ca/2012/02/le-petit-prince-lintegral-du-spectacle.html>).**  
As time permits, we will watch some parts of the musical together as a class.

- Record yourself talking about your impressions of the musical. What did you like or dislike about it? How does it compare with the actual novel? (Approximately 2 minutes).

## **Group work:**

**Due December 22nd**

**Bonus: Choose one of the planets from the novel that the little prince visited and represent it visually in 3-D format.**

## Part 5: Petit Prince Skit

- Imagine that the Little Prince, rather than landing on Earth in the middle of a desert, had landed somewhere in Metro Vancouver. Create a skit that reveals his reactions and impressions concerning what he is experiencing there. The other members of your group will assume the role of adults who explain to the little prince the things that are most important to them, things which will reinforce for the little prince that adults are indeed very strange in their perceptions of what matters most in life.
- You may record a video or act the scene out live in front of the class using costumes and props. (Minimum 300 words; everyone must speak a significant amount.) To receive full credit the skit must be memorized.

CATEGORY	4	3	2	1
<b>Preparedness &amp; Memorization</b>	Student is completely prepared and has obviously taken rehearsal time seriously. Lines were memorized.	Student seems pretty prepared but might have needed to focus more closely during rehearsal time. Most of the lines were memorized.	Student is somewhat prepared, but it is clear that rehearsal effort was lacking. Students read his/her lines.	Student does not seem at all prepared to present. Student read script at all times.
<b>Content</b>	Script/ skit included all of the important action and dialogue in the scene portrayed. All 5 scenes were included.	Script/ skit included all of the important action and dialogue in the scene portrayed. 4 scenes were included	The script/skit included most of the important action and dialogue from the scene portrayed. 2-3 scenes were included.	The scene/script was vague, and it was hard to tell what was happening. Less than 2 scenes were completed.
<b>Pronunciation</b>	Speaks clearly and distinctly, mispronounces very few words. GREAT pronunciation!	Speaks clearly and distinctly, but mispronounces some words. Good pronunciation!	Speaks clearly and distinctly most of the time. Mispronounces several words. Okay pronunciation	Often mumbles or cannot be understood and/or mispronounces several words and/or Volume often too soft to be heard by all audience members. Needs improvement!
<b>Props &amp; Costumes</b>	Students have made an excellent effort to bring in costumes +/- or props, which help make the scene more understandable. Students spent a lot of time recreating the scenes.	Students have made a good effort to bring in costumes +/- or props, which help make the scene more understandable.	Students used very few props or costumes.	Did not use any props or costumes.
<b>Vocabulary &amp; Grammar</b>	Sentences are very easy to understand. There are minimal errors.	There are some errors. These errors do not interfere with comprehension.	There are several errors; some areas are difficult to understand.	There are vast errors; many areas are incomprehensible.