

WALT DISNEY  
PICTURES PRESENTS

# Beauty and the Beast

Exclusively in IMAX® and Other Giant Screen Theaters January 1, 2002

The most beautiful love story ever told as it has never been seen before.

GENERAL AUDIENCES  
All Ages Admitted

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**Educational Resource Guide: Elementary School**

# Teacher's Resource Guide

We are pleased to provide you with this curriculum resource guide for a newly enhanced and expanded version of *Beauty and the Beast*. Opening exclusively January 1, 2002 in IMAX® and other Giant Screen Theaters, *Beauty and the Beast* is set in France during the late 18<sup>th</sup> century and follows the adventures of Belle, a bright and beautiful young woman. When her lovable but bumbling father, an inventor, stumbles onto the castle of a hideous beast and is taken prisoner, Belle comes to the rescue and volunteers to take her father's place. With the help of the castle's enchanted staff, Belle learns to see beneath the Beast's frightening exterior and recognize his gentle soul.

## TARGET AUDIENCE

This program is designed for elementary students. The activities span the entire curriculum with emphasis on science, language arts, mathematics, music, art, history and foreign language.

## GUIDE COMPONENTS

This guide was developed with the help of a panel of elite educators, designed to engage elementary students in a wide variety of stimulating activities.

- Pages 1-8 contain teaching tips for the activities. Activities 1-4 are geared toward the younger elementary student (grades 1-3). Activities 5-8 are geared toward students in grades 4-6.
- Pages 9-16 contain the corresponding reproducible student activity sheets referenced in the teaching tips.

## HOW TO USE THIS GUIDE

- Look at the teacher's guide for grade level, curriculum focus and teaching tips for each activity. Use "Now Try This!" sections for further ideas and discussion. Modify the activities on each sheet to suit the needs of your students.
- Select appropriate activities for your classroom.
- Schedule the materials into your classroom lesson plan.
- Duplicate one activity sheet for each student.
- Go to [www.disney.com/beauty](http://www.disney.com/beauty) to access additional educational links.

## 1 ACTIVITY Magic and Music

### GRADE LEVEL

Younger elementary students

### CURRICULUM FOCUS

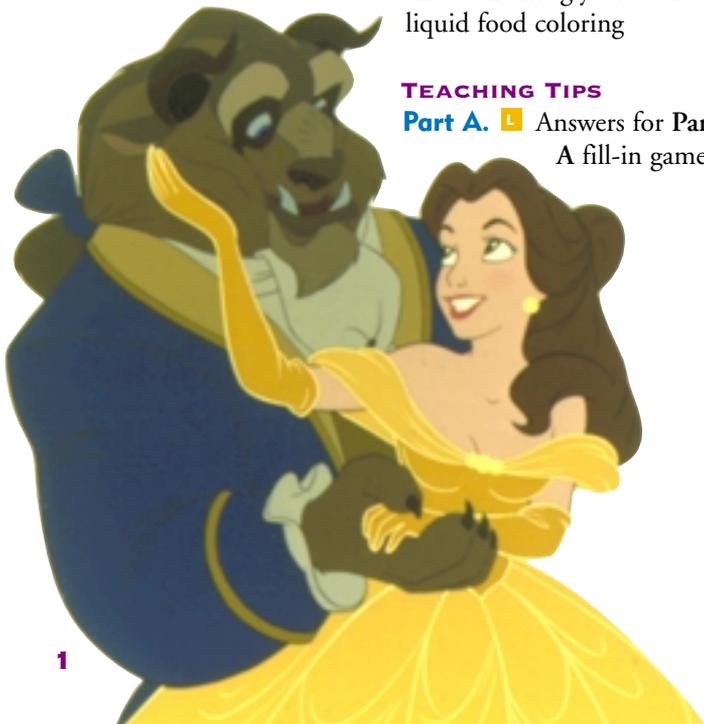
Language arts, science, music appreciation

### SPECIAL MATERIALS REQUIRED

Soundtrack for *Beauty and the Beast* (optional), 2-liter clear plastic bottles with screw-on caps (enough so each small group of students will have one bottle), liquid hand soap that contains glycol stearate, liquid food coloring

### TEACHING TIPS

**Part A.** **L** Answers for Part A fill-in game:



1. candlestick 2. clock 3. teapot 4. footstool 5. teacup. The magic word is SPELL.

Talk with your students about the servants in *Beauty and the Beast* who were put under a magic spell—Mrs. Potts, the housekeeper who became a teapot, Lumiere, the butler who became a candlestick, etc. What other servants can they name that became objects?

**Part B.** **S** In this experiment, your students will see how currents in the water move in different directions, just like currents in the air. Tell your students that just as they can't see sound waves that allow them to hear the music in *Beauty and the Beast*, they can't see these currents unless they do an experiment like this.

To prepare the bottles: Fill each 2-liter bottle about one-quarter full with the hand soap. Add several drops of food coloring. Slowly fill the bottle about two-thirds full with water, taking care to avoid making bubbles or foam. (If you get foam, slowly add more water until the bottle overflows, and the foam runs out.) Put the caps on the bottles and seal them.

After your students have seen the different patterns they created as they moved their bottles in different ways, explain that they have shown that water moves in different directions. When one layer of water moves past another layer quickly, it is called turbulence.

**Part C.** **M** In *Beauty and the Beast*, Lumiere and the other servants welcome Belle to the castle with the song, "Be Our



Guest.” The third activity on this sheet will help your students understand rhythm and begin to see how musical notes on a page are simply one way to represent sounds. First, have your students clap slowly four times. Then, each time they clap, have them sing the word “soup.” This is your basic beat. Next, have your students clap the beats of “soup” but say the word “pudding” with the syllables going twice as fast. Divide the class in half. The first group is to sing and clap “soup” while the other group sings and claps “pudding.” Explain that the “S” in the chart on the activity sheet stands for soup (the beat) and the “P” stands for pudding. Have the class read through each line on the chart together. Then, have them sing and clap all four rhythms as one piece. For a variation, divide the class in half again and have them sing and clap different combinations of rhythms. Then, divide the class into four parts and perform all four rhythms together.

Finally, ask your students to fill in the empty grid with the correct letters as you clap—but do not sing—the following rhythms:

- |            |            |
|------------|------------|
| 1. P S P S | 3. P P S S |
| 2. S P S P | 4. S S P S |

#### NOW TRY THIS!

- **M** Have your students work in groups to create their own original dances that go with the song, “Be Our Guest.”
- **M** Introduce the concept of whole-notes (4 beats), half-notes (2 beats) and quarter-notes (1 beat).
- **M** Have the students identify what rhythms would be needed to set their own names to music.
- **M** Talk with your students about the different kinds of musical instruments that can be found in different countries. Some of these instruments include aerophones (wind), chordophones (string), membranophones (synthetic or animal skin drum), or idiophones (all the others such as cymbals, bells, or maracas).
- **S** Have students hold each end of a Slinky. Stretch it out. Have one person gather a few coils and then release them. Tell students this is a visual demonstration of how sound waves travel.



- **L** Ask students what other household items the servants might have become under the magic spell? In what ways do the objects match the person in appearance and personality? How are they different? Ask students what they might become if they could be turned into household items. Have them discuss their choices. How does their choice fit their personality?
- **L** Ask students to create an anthropomorphic character of their own.
- **M MA** Tie musical patterns with patterns in

mathematics. Give students colored tiles or cubes so they can make their own patterns. Children can then clap, snap, pat and tap their patterns. For example, if they have red and green cubes, they can form a red, green, green, red pattern and do a clap, snap, snap, clap pattern with their hands. They can also sing a pattern of la, lu, lu, la.

## 2 An Ever-Changing Tale

### ACTIVITY

### GRADE LEVEL

Younger elementary students

### CURRICULUM FOCUS

Art, language arts, technology, mathematics

### SPECIAL MATERIALS REQUIRED

Rulers, a yardstick, tape or playground chalk

### TEACHING TIPS

**Part A.** **A L** Why do your students think books are so important to Belle? Ask your students why books are important to them. Have them write the name of the most important book they have ever read and the reason it was important in the space provided.

**Part B.** **L** Tell your students that the story of *Beauty and the Beast* has changed over the years as different people retold it. The person responsible for the earliest popular version was a French woman named Jeanne-Marie LePrince de Beaumont. It was included in an anthology of stories for young people that she published in 1757, while she was working as a governess in England. You may want to read this version to your students. You can find Madame

de Beaumont’s version of the story online at [www.pitt.edu/~dash/beauty.html](http://www.pitt.edu/~dash/beauty.html).

**Part C.** **T MA** Talk with your students about the giant-screen format of *Beauty and the Beast*. Explain that the images they will see on the screen are almost 10 times larger than the images they see on a regular movie screen. Your students already know that the images on a regular movie screen are big, but they may be surprised to learn those images are almost 450 times bigger than the images on a television screen. Help your students do the math to determine that the images for a giant-screen film are 4,500 times bigger than those seen on the home television! Explain that it takes special film and special cameras to make a giant-screen movie. And, it requires special screens and theaters to show these films.

To help your students visualize what a 10-to-1 ratio looks like, have them look at a 12” ruler. Then, show them a yardstick. Explain that the yardstick is three times bigger than

the ruler. Using tape on the floor, or chalk on the playground, have your students mark off an area that is 10 times longer than a 12” ruler. Ask your students to find as many ways as they can to express the ratio (for example: 10 rulers to 1 ruler, 3½ yardsticks to ½ yardstick, or 120” to 12”).

Have younger students work in groups to find different kinds of objects around the classroom (blocks, pencils, books, etc.) that they can group to illustrate the concepts of “big,” “bigger” and “biggest.”

**NOW TRY THIS!**

- **L** Advanced students can research the history of folktales.
- **T** Lead a brief discussion about technology and how it has changed our lives. Then, provide time for your students to identify items in the film that have been replaced by modern technology (from wood stoves to microwaves and from candlelight to electricity, for example).

- **MA** To help your students with the concept of fractions, lay down one block, then lay down ten blocks. This will help demonstrate the concept of “ten times more.” This might be a good time to introduce the metric system used around the world, which is Base 10—a centimeter (1), a decimeter (10) and a meter (100). Have students measure parts of their room, their shoe size, etc. in centimeters.

- **L** As a class, make a list of favorite books. Which books had multiple votes? Post or duplicate the list and distribute it to the class. Track each time one of the books is read. At the end of the school year, put together a list of the top twenty-rated books and circulate it for summer reading.

- **L** Just like *Beauty and the Beast* has variations in other cultures, so does *Cinderella*. Ask your students to read the English story *Tattercoats*, the African story *Mufaro’s Beautiful Daughters*, the Native American story *The Rough-Face Girl*, the Caribbean story *Cendrillon*, the Chinese story *Yeh-Shen* or the Middle Eastern story *The Golden Sandal* for variations to *Cinderella*.



**TEACHING TIPS**

**Part A.** **A** Talk with your students about how, in *Beauty and the Beast*, colors change to reflect the mood of what is happening in the story. Before your students color the pictures on the activity sheet, talk about the range of colors and how different colors can make us feel. What colors are happy colors? Sad colors? Scary colors?

**Part B.** **L** Solution to word search puzzle:

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

Happy words: friend, hug, smile, fun, help, play, pat. Scary words: mean, snort, growl, roar, claw.

**Part C.** **S** Divide your students into small groups. One member of each group should place a plain white sheet of paper on the desk where the team is working. Give each group a CD and a flashlight. Ask one student in each group to carefully remove the CD from its case and hold its blank side up. Ask the students to tilt their CD until they can see the bands of color. Then ask each student with the CD to hold it about eight inches above the paper on

the desk. Turn off the overhead lights and ask another student to hold the flashlight under the CD and shine the light up at it. The students with the CD should tilt it until the colored lights are reflected on the sheets of paper. After each group member has had a turn holding the CD, explain that the rainbow colors they saw were caused by light reflecting off the tiny ridges on the CD, just like light reflects off drops of water to create a rainbow.

Tell your students that, even though light appears to be white, it actually is made up of all the colors they just saw. Black is the absence of color. The colors appear when the light is reflected off another surface.

**NOW TRY THIS!**

- **L** Have students name words that describe Gaston and the Beast. With which character would they rather be friends? Why?

# 3 Moods and Colors

**GRADE LEVEL**

Younger elementary students

**CURRICULUM FOCUS**

Art, language arts, science

**SPECIAL MATERIALS REQUIRED**

Compact discs and flashlights (one for each small group of students), crayons or markers, white paper

- **A** Introduce your more advanced students to the concept of perspective, or point of view. Have your students complete simple drawings that illustrate the same object from different points of view: How would an apple look to an elephant? To the Beast? To an ant?
- **S** Have your students study and illustrate the changing colors in nature. For example, what colors do leaves change in the fall? Why do some animals' coats change color with the seasons?
- **L** Discuss how appearances affect our opinions of people.

- **L** Have students write a poem about how their favorite color makes them feel.
- **S** Introduce the colors of the rainbow—red, orange, yellow, green, blue, indigo and violet. Ask students to discuss all the places they have seen a rainbow, i.e., oil in the driveway, water coming from the garden hose, etc.
- **A** Talk about primary colors—red, blue and yellow—and how they can be combined to make other colors. Discuss black, white and gray. Have students experiment by mixing colors to see the various shades they can get.
- **L** Ask your students to do a character map as a graphic way of organizing the characters.

#### NOW TRY THIS!

- **S** Have your students become animal detectives. Tell them to observe the wild creatures (squirrels, rabbits, birds, etc.) that can be seen in their community. What can they learn from watching them (what they eat, where they live, what sounds they make, what keeps them warm, etc.)? Video an area on your school grounds to record animal movements.
- **S** Explain to your students that some animals no longer exist—they have become extinct. Talk about the effects of habitat loss and over-hunting on animals today and how some of those animals may someday become extinct unless we make sure they have places to live and food to eat.

- **S** Look at [www.montana.edu/wwwwet](http://www.montana.edu/wwwwet) and [www.projectwild.org](http://www.projectwild.org) for more information on Project Wet and Project Wild in your state.
- **L** After students read different fairy tales, have them talk about whether there are things in their own experiences that they can connect to particular fairy tales or fairy-tale characters.
- **F** Have students learn other French words for characters and objects in the story, i.e., girl: une jeune fille, man: l'homme, bird: l'oiseau, wolf: le loup, castle: la chateau and horse: le cheval.
- **SS** On a map of the world, have students locate France, Germany, Denmark and other countries from which the class has shared a fairy tale.
- **S** As an addition to a discussion on endangered and extinct animals, ask students if they think any animals in their own community are on the endangered list and why. Have them look at the Web site of the Environmental Protection Agency, [www.epa.com](http://www.epa.com), as well as that of the National Wildlife Fund, [www.nwf.org/education](http://www.nwf.org/education).

## 4 A Land Far Away

### GRADE LEVEL

Younger elementary students

### CURRICULUM FOCUS

Introduction to French, language arts, science

### SPECIAL MATERIALS REQUIRED

None

### TEACHING TIPS

**Part A.** **F** In *Beauty and the Beast*, Belle sings a song entitled “Bonjour”—the French word for “hello.” Have your students read each word out loud. To extend the activity, help your students learn the French equivalents (or pronunciations) of their names and the names of family members and pets.

**Part B.** **L** Your students can find books of fairy tales from around the world in the library. They might want to read a story by Denmark's Hans Christian Andersen (*The Brave Tin Soldier* or *The Emperor's New Suit*) or a story by the Grimm brothers from Germany (*Rumpelstiltskin* or *Hansel and Gretel*).

**Part C.** **S** The wolves in the film were portrayed as vicious animals. Have your students research true wolf behavior, habitat and the condition of wolves in today's world. Suggest that they look in *Ranger Rick Magazine* as a start.



## 5 Imagine That!

### GRADE LEVEL

Older elementary students

### CURRICULUM FOCUS

Language arts, technology, mathematics

### SPECIAL MATERIALS REQUIRED

Heavy construction paper or shirt cardboard, chalk

### TEACHING TIPS

**Parts A and B** **L** Many of the characters in *Beauty and the Beast* have human characteristics. Lead a class discussion about anthropomorphism—attributing human characteristics, feelings or behavior to inanimate objects, animals or natural phenomena. This is a common practice in animated films. Ask students to provide examples from other films and books of animals or objects that have been assigned human characteristics.

**Part C.** **T** **MA** Talk with your students about the giant-screen version of *Beauty and the Beast*. Explain that the images on the screen are almost 10 times larger than the images in a regular film, and some 4,500 times bigger than the images on a typical television screen. Tell them that giant-screen technology uses special cameras and special film. And, giant-screen films also require special projectors and special screens that can be as big as 80' high and 100' wide. Of course, there must be a special theater, too. You might want to go to the playground and mark off an 80' x 100' area.

Challenge your students to do the math and to determine the relationship of the large screen to the television screen in their home. Next, have your students create 35mm and 70mm “viewfinders” by tracing the film outlines on the activity master onto heavy construction paper or shirt cardboard. They should carefully cut along the lines to create the openings. Then, working in pairs or small groups, have your students experiment by using chalk to mark off areas on the playground that represent the images that would fit on each size film. To do this, one student should hold the construction paper or cardboard several inches from his or her eye and look through the smaller opening. That student should direct another student as he or she marks the limits of the viewing area on the ground. Students should repeat the process with the larger opening. Using the back of their activity master as a worksheet, students should measure the areas and then figure the proportions of the two spaces. Then, each group should create several graphs, charts or models that illustrate the proportions in different ways. Encourage your students to have fun with this activity and be as creative as they can. Students also can experiment by “framing” different settings through the two viewfinders.

**NOW TRY THIS!**

- **T** Have your students interview relatives about the memorable movies or television shows they saw when they were your students' age. What do your students think the next breakthrough in entertainment technology will be?
- **M** Talk with your students about the music and lyrics of the theme song of *Beauty and the Beast*, and how they work together to create a mood and a message. Then, have your students write the lyrics for a short song an invented character might sing.
- **M** More advanced students can then set these lyrics to their own music and perform their song in class.

- **L** Ask students if they could be any animal, which would they choose? What is it about that animal's life that is most appealing? What would be the most difficult aspect of being that animal?
- **M** Ask students to either sing an existing song or make up a funny song about a character in the film.
- **L** Have students think about why anthropomorphism is used so frequently in films and stories for children. Have them develop a list of stories using this technique. They can discuss what effect this has on the audience and what would happen if this technique were not used. Would the stories be as interesting and appealing?

## 6 Telling the Tale

**GRADE LEVEL**

Older elementary students

**CURRICULUM FOCUS**

Language arts, science

**SPECIAL MATERIALS**

**REQUIRED**

Small mirrors and shallow plastic bowls (one for each small group of students), examples of prisms (optional), a copy of Grimm's fairy tales

**TEACHING TIPS**

**Part A.** **L** Many fairy tales have similar morals, for example, *Beauty and the Beast* and *The Frog Prince*, the Grimm fairy tale. *The Frog Prince* tells the story of a handsome prince who is put under a spell and turned into an ugly frog. The frog is transformed back into the prince with the help of a beautiful princess.

The moral of *Beauty and the Beast* and *The Frog Prince* is the same—appearances can be deceiving.

**Part B.** **L** Talk with your students about what makes a story timeless—characters that could just as well be alive today, events that could happen today, themes that repeat themselves throughout time.

**Part C.** **S** Talk with your students about the experiments with light that Sir Isaac Newton conducted in 1666. Newton used a prism to bend light, breaking it into a range of colors known as the visible spectrum. Newton identified seven distinct colors: red, orange, yellow, green, blue, indigo and violet. Those are the colors we see in the rainbow, which is actually sunlight reflecting off raindrops.

Have your students follow these directions to make their simple prisms: Fill the bowl about two-thirds full of water.



Place the bowl on the floor or a ledge in direct sunlight. (You will need to do this experiment on a sunny day.) Ask one student to hold the mirror under the water, facing toward the sun. Ask another student to hold a piece of plain white paper so the mirror reflects the light on the paper. *[Important: Tell your students not to look directly at the mirror because it is reflecting the sun and therefore dangerous to their eyes.]* Explain to your students that the water and the mirror are just like a prism. They bend the light and break it into the colors of the visible spectrum.

**NOW TRY THIS!**

- **A** Make a list of different colors on the board. Ask students to assign a season to each color and suggest adjectives that describe the mood suggested by each color.
- **S** To expand your students' understanding of color, have them research light waves and the colors above and below our visible spectrum such as infrared and ultraviolet technologies.
- **L** Have students write their own stories and work in groups to either publish illustrated versions or stage live productions, complete with costumes and scenery.
- **L** Ask students to name their favorite writers and explain the reasons for their choices. Have them write brief reviews of their favorite books. Keep the reviews in a "recommended reading" file.
- **A** The use of shadows is a powerful tool for artists. See if your students can remember scenes where shadows seem ordinary and those where the effect is exaggerated.
- **L** Introduce your students to the concept of style—the result of choices one makes in an artistic endeavor. Have them discuss how they make their style choices in the way they dress, eat, the books they read, the films they enjoy.

- **L** Ask students to talk to their parents and relatives about their favorite childhood stories and have the children see whether they share any favorites. Make sure students ask why these stories were among their family's favorites.

# 7 A Sound Lesson

**GRADE LEVEL**

Older elementary students

**CURRICULUM FOCUS**

Science, music appreciation, social studies

**SPECIAL MATERIALS REQUIRED**

Soundtrack from *Beauty and the Beast*, recordings of Viennese waltzes (optional)

**TEACHING TIPS**

**Part A. S** Music, or sound, plays an important role in *Beauty and the Beast*. Tell your students that sound is a kind of energy. The source of the sound causes vibrations, which in turn cause air molecules to move, setting up sound waves. The loudness of sound is measured in decibels—a measure of energy named after Alexander Graham Bell.

Talk with your students about the three different parts of the ear. The outer ear is the part you can see. It collects the sound waves. Sound waves travel through the outer ear canal to the middle ear, where they strike the eardrum. The eardrum vibrates, and the vibrations pass through three tiny bones that transfer the vibrations to the inner ear. There they are turned into nerve signals that allow the brain to understand the sound.

**Parts B and C. M** Explain to your students that songs have a structure similar to poetry. The standard American popular song has four phrases (musical sentences) that form a musical quatrain. (The theme song, "Beauty and the Beast," has a fifth phrase added in the middle.) Composers make phrases rhyme by using the same rhythms and pitches at the beginning of related phrases, not at the end, as in poetry. Therefore, two phrases are related if the second phrase begins the same as the first but ends differently, as do the first two phrases in the theme song. After reading the lyrics of the theme song "Beauty and the Beast" to your students, have them listen to the music several times to determine the structure of the piece.

*First phrase:* "Ever just the same, ever a surprise."  
*Second phrase:* (Phrase 1 with a new ending) "Ever as before, ever just as sure."  
*Third phrase:* (Based on second half of phrase 1) "As the sun will rise."  
*Fourth phrase:* [Phrase 1 (in new key—up a whole-step)]



“Tale as old as time, tune as old as song.”

*Fifth phrase:* (Same as second phrase with last four bars repeated) “Bittersweet and strange, finding you can change, learning you were wrong.”

Composers are considered truly creative when they see how many interesting things they can do with a single musical idea, rather than when they put many different ideas into one piece.

Point out that even though Belle and the Beast are dancing a waltz in the film, the music of the theme song is in 4/4 time—that is, duple, not triple, meter. This is known as artistic license. Johann Strauss II (1825-99) was known as “The Waltz King” and composed almost 500 pieces of dance music.

### NOW TRY THIS!

- **M** Each country has its own characteristic national dances (folk dances). They include the Irish jig, the English Morris dance, the Polish mazurka and the Israeli hora. Hold a class folk-dance festival. Students might play recordings of the music, model national costumes worn during the dance, or even demonstrate the dances.
- **M** Play a recording of a Johann Strauss II waltz such as “The Blue Danube” for your students. Have them move to the music. Can your students see how the music might reflect the rhythm of a flowing river?



- **M** Have your students research the lives and music of the Strauss musical dynasty.

- **SS** Have students find Austria and its capital, Vienna, on a map.
- **M SS** Tell students that Austria was the musical capital of Europe in the time of Wolfgang Mozart and Ludwig von Beethoven. Have them do some research to find out more about these famous composers. You may want to bring to class examples of their works for students to hear.



## 8 How Do They Do It?

### GRADE LEVEL

Older elementary students

### CURRICULUM FOCUS

Science, technology, language arts

### SPECIAL MATERIALS REQUIRED

Tuning fork, a broad plastic dish or bowl, clean empty yogurt cups, string, a bar of soap, paper clips, several large nails

### TEACHING TIPS

**Part A. S** Explain to your students that sound moves in waves. Vibrations cause the waves. To demonstrate this for your students, strike the tuning fork so the students can hear the sound. Then, have students take turns dipping the tuning fork into a bowl of water. Explain that the vibrating fork sets up little waves in the water, just as it sets up waves of molecules in the air.

Before class, use a nail to poke a hole in the center of each cup bottom. Divide your students into pairs. Give each pair two empty yogurt cups and about 15 feet of string. Have your students follow these directions to make their yogurt-cup intercoms: Have one student in each group rub one end of the string across the wet bar of soap and then roll the string into a point. Poke several inches of string through the hole in one yogurt cup and tie it to a paper clip. Repeat the process with the other end of the string. Have students walk away from each other until the string between the cups is tight. As one person holds the opening of the cup to his or her ear, the other person should pluck the string. Then, have students repeat this when the string is a bit looser. Explain that plucking the string started a vibration that traveled along the string to the bottom of the cup. The vibration in the bottom of the cup made the air inside begin to vibrate, allowing the student who was listening to hear the sound of the vibration.

**Part B. T** Have your students follow these directions to complete their flip-book animation project: Cut a sheet of plain paper (24-lb. stock is better) into fifteen 1½- by 3-inch strips. Stack the strips neatly at the bottom and staple them along the top. Trace the figure in “position 1” on the bottom sheet. On the next sheet up, trace the figure but move some of its parts

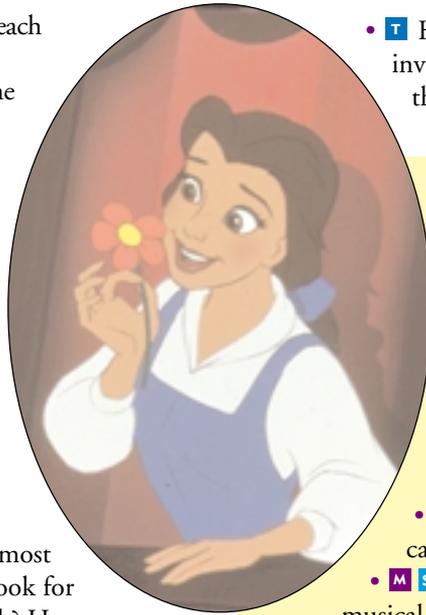
just a tiny bit. Continue this process, using each sheet in your stack, until your last figure is similar to the figure in “position 2.” Hold the top of the stack tightly in one hand. With the other hand, bend back the bottoms of the strips and let them flip forward. Have your students find out what happens if they leave some pages out, reverse the order, or jumble them up.

**Part C.** **L A** The animators who worked on *Beauty and the Beast* created many complex and wonderful characters. Talk with your students about the skills required for a career as an animator—artistic talent, story-telling ability and an understanding of computers. But perhaps most important, a good animator must always look for details. For example: How does a wolf walk? How does a girl smile? How do the fingers on a hand move when turning the pages of a book?

Explain that words can create images, too, and have your students practice creating some verbal images. For example, can your students create a word picture that captures how milk splashes as it is poured into a glass? How a cat laps up water?

**NOW TRY THIS!**

- **L** Have your students make a list of those occupations that require highly developed powers of eyesight, hearing, taste, smell and touch.
- **T** Have students learn about the history of animation and the role that technology has played in the evolution of animated films.
- **T** Have your students do some research to learn about the important inventions of the 18th century.
- **T** As a class project, have your students create an invention timeline.



- **T** Have students design their own inventions. They can display—and explain—their inventions during a classroom inventors’ fair.

• **S** Here’s another simple experiment about sound and frequencies. Take approximately 24 inches of string and tie it in the middle of a teaspoon. Wrap the two ends of the string two or three turns around the ends of your pointer fingers and then put them in your ears. Clang the spoon on the side of the desk and see what happens!

- **SS** Have students find Austria and its capital, Vienna, on a map.

• **M SS** Tell students that Austria was the musical capital of Europe in the time of Wolfgang Mozart and Ludwig von Beethoven. Have them do some research to find out more about these famous composers. You may want to bring to class examples of their works for students to hear.

- **L** Ask students to discuss how people who have physical challenges (poor eyesight, hearing, speech problems, motor difficulties) can be helped in society and in their professions. Then ask students what types of inventions might help people with these challenges. Have them try their hand at inventing.



Here are some Web sites that contain fairy tales:

- Hans Christian Andersen Fairy Tales and Stories (Denmark): <http://HCA.Gilead.org.il/>
- Grimm’s Fairy Tales (Germany): <http://www.cs.cmu.edu/~spok/grimtmp/>
- Russian Fairy Tales: <http://www.lacquerbox.com/tales.htm>
- Folk Legends of Japan: <http://www.jinjapan.org/kidsweb/folk.html>
- Fairy Gifts (fairy tales from many different countries): <http://www.pitt.edu/~dash/type0503.html>
- Folktales from Indonesia: <http://www.geocities.com/kesumawijaya/folktaales.html>
- Romanian Fairy Tales: <http://www.dragonrest.net/romanian/fairytales.html>

# Magic and Music

**M**agic is more than pulling a rabbit out of a hat. The wonderful images and the beautiful music in *Beauty and the Beast* create a kind of magic, too.



**PART A.** In the film, the young prince was turned into a horrible beast. There was a magic spell on the servants, too. They were changed into all kinds of different things. Fill in the missing word that matches each name. Then unscramble the circled letters to find the magic word!

1. Lumiere is a \_\_\_\_\_○\_\_\_\_\_.
2. Cogsworth is a \_\_\_\_○\_\_\_\_.
3. Mrs. Potts is a \_\_\_\_\_○\_\_\_\_\_.
4. Otto is a \_\_\_\_\_○\_\_\_\_\_.
5. Chip is a \_\_\_\_○\_\_\_\_\_.

**CLOCK      TEAPOT      CANDLESTICK**  
**FOOTSTOOL      TEACUP**

The magic word is \_\_\_\_\_.

**PART B.** Now let's make some magic of our own. Follow your teacher's directions to make

your magic water bottle.

Move your bottle in different ways. For example, what do you see when you twirl the bottle?

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What do you see when you shake the bottle?

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What do you see when you twirl the bottle and then hold it still?

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It's really not magic. It's science. But sometimes science can seem like magic!

**PART C.** Lumiere and the other servants sang a funny song for Belle. The song was "Be Our Guest." They sang about lots of good things. They sang about soup. They sang about pudding. Let's sing our own songs about soup and pudding.

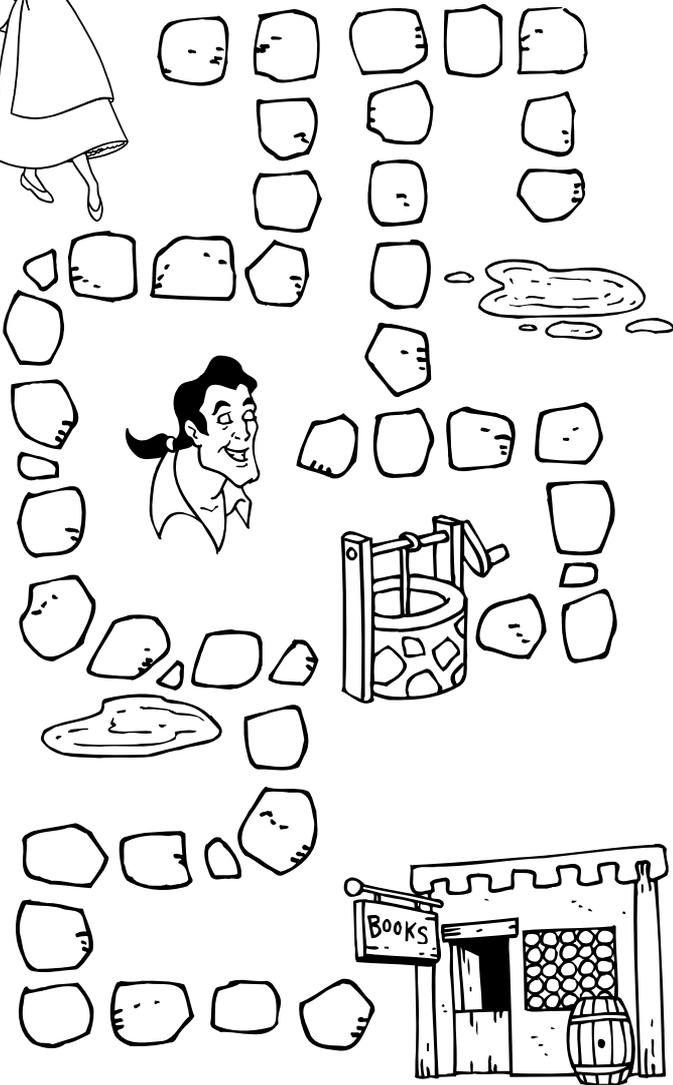
Your teacher will tell you how to fill in the empty squares at right.

S	P	S	P
S	S	P	P
P	S	P	S
P	P	S	S


# An Ever-Changing Tale

**S**tories like *Beauty and the Beast* often change over time. They change each time a new person tells them to someone new.

**PART A.** Belle loved to read. It was her favorite thing to do. She read some books over and over again. Help Belle find her way to the store for a new book. Draw the path for her. Then, color the pictures.



The most important book I ever read was \_\_\_\_\_  
because \_\_\_\_\_

**PART B.** Walt Disney's story is different from earlier stories about *Beauty and the Beast*. Read an earlier story. Then answer the questions about the story you read.

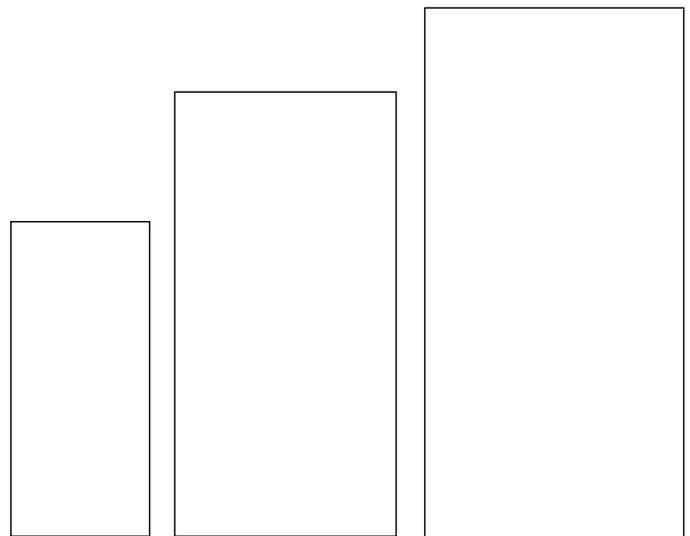
Name two things that are different from the story you saw.

- \_\_\_\_\_
- \_\_\_\_\_

Name two things that are the same as the story you saw.

- \_\_\_\_\_
- \_\_\_\_\_

**PART C.** Have you ever seen a film as big as *Beauty and the Beast* before? Everything on the screen is almost 10 times bigger than it is on a usual movie screen. And, what you see on a usual movie screen is a lot bigger than what you see on television. It all starts with the camera. A television camera takes a big picture. A camera for a usual film takes a bigger picture. And a camera for a film like *Beauty and the Beast* takes the biggest picture of all! Draw a big picture in the first box. Using the same idea, draw a bigger picture in the second box. Draw the biggest picture of all in the third box.



**BIG**

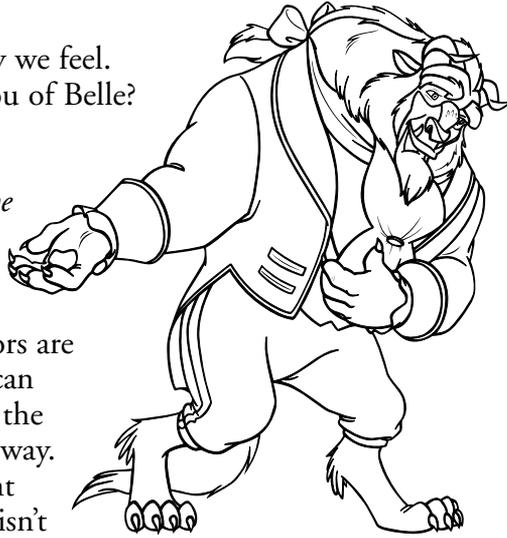
**BIGGER**

**BIGGEST**

# Moods and Colors

Colors can affect the way we feel. What color reminds you of Belle? What color was the Beast?

**PART A.** In *Beauty and the Beast*, when Belle is reading her book, the colors are happy. When she is in the forest, the colors are scary. Let's see how colors can change how we feel. Color the Beast on the left in a scary way. Color the Beast on the right with silly colors so that he isn't so scary. How does each picture make you feel?



**PART C.** Now let's try an experiment with color. Follow your teacher's directions.

What do you see when you tilt the CD toward the window?

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What colors do you see when you look at a rainbow? (Look at the CD again if you can't remember.)

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The colors on the paper are a reflection. Can you name another kind of reflection?

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**PART B.** Belle was afraid when she first met the Beast. She thought he was very scary. He snorted, and he yelled. She thought he was mean. Find the scary words in the puzzle. Circle them in a scary color.

Later in the story Belle learned the Beast wasn't scary at all. He just looked scary. The Beast was nice. Find the happy words in the puzzle. Circle them in a happy color.

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

FRIEND  
 SMILE  
 HUG  
 FUN  
 HELP  
 PLAY  
 PAT  
 MEAN  
 SNORT  
 GROWL  
 ROAR  
 CLAW

# A Land Far Away

**B**eauty and the Beast is a story from France. Can you find France on a map? What countries are its neighbors?

**PART A.** In *Beauty and the Beast*, Belle sings a song called “Bonjour.” *Bonjour* is a French word that means “hello” or “good day.”

Here are some other French words from *Beauty and the Beast*. How many of these words do you know? Draw a line from the English word to the French word that means the same thing.

	hat	<i>Madame</i>
	yes	<i>non</i>
	no	<i>soup du jour</i>
	Mrs.	<i>Monsieur</i>
	soup of the day	<i>belle</i>
	Mr.	<i>oui</i>
	beautiful	<i>chapeau</i>



**PART C.** There were lots of wolves in the forest in *Beauty and the Beast*. If you went into a forest today, you probably wouldn't find many wolves. Write the names of the animals you might find in a forest or wild area near you.

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**PART B.** Find a fairy tale from a different country that you would like to read. Read the story with your family.

What is the name of the fairy tale you read?

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What country is the fairy tale from?

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What is the fairy tale about?

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What lesson did you learn from the story?

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Pick one animal from your list that you would like to know more about. Read about your animal. Then, write a sentence telling what is special about your animal.

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# Imagine That!



Everyone knows that feather dusters can't dance and teapots can't sing. Or can they?

**PART A.** Animals play an important role in many fairy tales. Often, those animals have human qualities. Giving human qualities or characteristics to things that are not human—including animals—is known as *anthropomorphism*. How many examples of anthropomorphism can you find in *Beauty and the Beast*? Begin your list in the space below. Use the back of this paper if you need more room. We've done one example to get you started.

## EXAMPLE FROM THE STORY

Mrs. Potts, the teapot

---

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## HUMAN CHARACTERISTICS

has a face; can walk, talk and sing

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**PART B.** It's time to exercise your imagination. If you could give human qualities to any animal, what animal would you pick?

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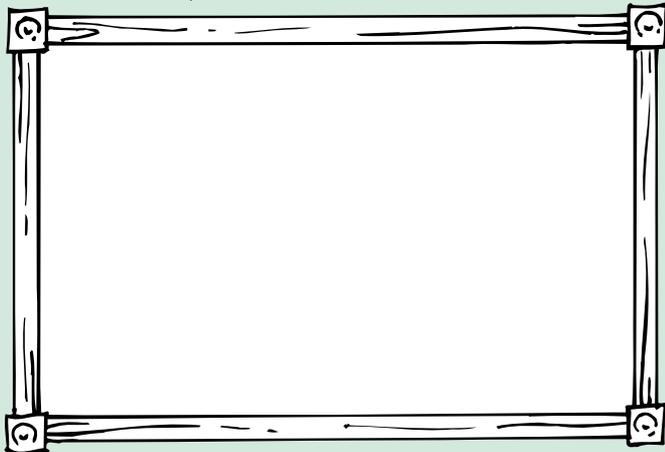
Why?

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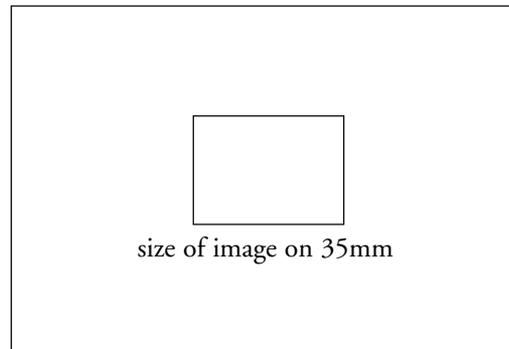
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What would your animal look like? Draw your animal or object here.



**PART C.** The people at Walt Disney Feature Animation used the very latest technology to create the giant-screen version of *Beauty and the Beast*. They used special projectors, special cameras, and special film, too, to create images that are almost 10 times bigger than the images you see in a regular film.

The small box below is the size of regular 35mm film. That's the size film that is used to make a regular movie. The big box below is the size of 70mm film—the film that is used to make most giant-screen movies. Follow your teacher's directions to make 35mm and 70mm "viewfinders" and complete some experiments.



size of image on 35mm

size of image on 70mm

# Telling the Tale

What makes any good story special? It's often in the details—the little twists and turns that capture your attention and your imagination. In Walt Disney Pictures' *Beauty and the Beast*, there are many special visual details, too.



**PART A.** *Beauty and the Beast* is a French fairy tale. While many different versions of the story have been told, the best-known version was published by Madame Jeanne-Marie LePrince de Beaumont in 1757. Madame de Beaumont was a teacher, and the tale was included in a book of stories for young people. A few years later in Germany, Jacob and Wilhelm Grimm published the first edition of their fairy tale collection.

The characters and the settings may differ, but many fairy tales are really different twists on the same story. Look at a book of Grimm's fairy tales to find a story that is similar to *Beauty and the Beast*.

What is the name of the story you chose?

\_\_\_\_\_

What happens in the story?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How is the story you chose like *Beauty and the Beast*?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PART B.** Now it's your turn to tell the story with a modern-day twist. What will you call your story?

\_\_\_\_\_

Who will the main characters be?

\_\_\_\_\_  
\_\_\_\_\_

Where will your story take place?

\_\_\_\_\_

What modern inventions will you use in your story?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write your story on another sheet of paper. You may also want to illustrate it.

**PART C.** The animators in Walt Disney Pictures' *Beauty and the Beast* paid special attention to the details—for example, choosing exactly the right colors to help tell the story. Did you know that light only looks white? It actually is made up of different colors. You see those colors when you look at a rainbow. You can also see them when light is reflected off raindrops. Follow your teacher's directions as you do your own experiment with reflected light.

The range of colors you saw is known as the visible spectrum. Which colors did you see?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# 7

ACTIVITY

Reproducible Master

# A Sound Lesson

The music in *Beauty and the Beast* helps tell the story.

**PART A.** Music is a kind of sound. Do you know how you were able to hear each song? The sounds cause vibrations, or movements, which make air move and become sound waves. These vibrations go from your outer ear to your inner ear. Then they go to your brain. Your brain tells you that you are hearing a sound.

Try this. Put your fingers to your throat. Say, "My name is \_\_\_\_\_," in a high voice. What does it feel like?

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Now put your fingers to your throat again. Say, "My name is \_\_\_\_\_," in a low voice. How did it feel different?

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What you felt were the vibrations from the sound waves your vocal chords were making.

Think about what you just discovered. Then imagine the sound waves the Beast would make. How do you think they would feel?

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Now, imagine the sound waves Belle would make. How would they be different from the Beast's?

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**PART B.** A composer writes music by coming up with a first phrase, just like a writer comes up with a first sentence. The phrase is a small number of rhythms and sounds that are used over and over again. Listen to the words and music as your teacher plays the theme song from the film. Try to figure out how this

song is put together. How many phrases are there? How are they alike?

Phrase 1: \_\_\_\_\_

Phrase 2: \_\_\_\_\_

Phrase 3: \_\_\_\_\_

Phrase 4: \_\_\_\_\_

Phrase 5: \_\_\_\_\_

Phrase 6: \_\_\_\_\_



**PART C.** In the ballroom scene, Belle and the Beast dance a waltz to the song "Beauty and the Beast." One of the most famous waltzes, "The Blue Danube," was composed by Johann Strauss II in 1867. Strauss lived in Vienna, Austria. The "Blue Danube" is, perhaps, the most famous of all Viennese waltzes. Find out about the history of the waltz. Discuss why you think it is still so popular.

# How Do They Do It?

**H**ave you ever wondered why animation looks so real? How do characters seem to come to life on the screen? How *do* animators do it?

**PART A.** Let's think about how you hear what characters say.

You know that sound travels in waves. Here's another experiment with sound waves. Follow your teacher's directions to make your yogurt-cup intercom.

What do you hear when the string between the cups is tight?

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Why do you think this happens?

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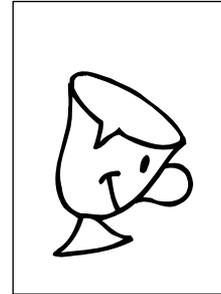
What happens to the sound when the string is looser?

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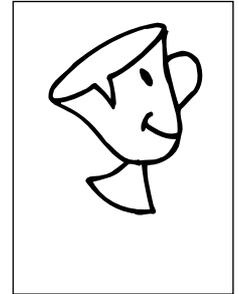
Why do you think this happens?

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**PART B.** Have you ever wondered how animators make their characters move? Well, actually, they don't move—they just appear to move. Each section (frame) in an animated film is just a tiny bit different from the frame that came before it. Our eyes see each image for a fraction of a second after it has disappeared. This is called *persistence of vision*. It explains how we connect the separate images into one continuous motion. Follow your teacher's directions to make your flipbook.



POSITION 1



POSITION 2

What happened when you flipped the pages of paper?

---

Experiment by flipping the pages faster and slower. How does the motion appear to change?

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**PART C.** The animators for Walt Disney Pictures' *Beauty and the Beast* created many complex and wonderful characters. If you look at the Beast carefully, you will see that he has the beard and head of a buffalo. He has the tusks of a wild boar and the brow of a gorilla. He has the mane of a lion, the body of a bear and the legs and tail of a wolf. But, something in those blue eyes is definitely human!

## WHAT I SAW IN THE BEAST

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What does it take to be a professional animator? One of the most important things is good observation skills.

Just like any skill, observation improves with practice. As you go about your day, try to observe as many of the tiny little details around you as you can. How are things built? How do things move? Start your log in the space below and continue it on the back of this sheet.

## HOW I WOULD DESCRIBE THE DETAILS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Web Sites

Walt Disney Pictures' *Beauty and the Beast* Web site: <http://www.disney.com/beauty>

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