

# 1001 NIGHTS

Grades 4-5



1001 Nights is a 20-lesson curriculum designed to teach 21st-century skills to children in Grades 4 and 5. Based on the award-winning animated series, 1001 Nights, this program brings the legendary tales to life with humor, fast-paced action and captivating storytelling. Students will be captivated with Shahrzad's tales featuring exciting adventures, enchanting music and memorable characters.

The series and curriculum can be localized into any language for any country.

**Sample Lesson Plan:** *The Spoon that Ruined Everything*

**Target Lessons:** Teaches Sharing

## THE SPOON THAT RUINED EVERYTHING

*Note: Teachers will need to have metal spoons for the Pre-Viewing Activity.*

**Story Summary**

Donyazad and Shahzaman are fighting over a seashell – each thinks it is theirs and used for a different purpose - Shahrzad stops their argument by telling them they are both wrong. The shell is a hairpin and it belongs to Shahrzad. She then tells them the story of a tribe of people who turned against one another over a spoon. She tells them this tale:

In a remote part of ancient Mongolia, two explorers, who are passing through, accidentally drop a metal spoon in the grass. A local native named Bataar finds it, and he is astonished to find that it reflects a beam of light. He brings the spoon home and shows it to his tribe. The entire village gathers and delights in watching the sunbeam dance around. His friend Sukh tries it, but just as he takes the spoon, a cloud covers the sun, so the sunbeam disappears. Bataar believes Sukh has broken the spoon. Angry, he takes it back. Inside his hut, he accidentally drops the spoon, and he is surprised when it makes a ringing sound. Delighted, he shows it to the tribe and makes music with it. Sukh carves a spoon out of wood, but he is confused when it won't make the same sound. He offers to trade, but Bataar refuses. They fight over the spoon, and it gets bent. Believing it's ruined, Bataar hurls the spoon to the ground, and it bounces around like a spring. It lands in the mouth of an attacking panther and chokes him to death. The tribe now believes the spoon is magical, and they fight over it. Friendships disintegrate and the group is fractured by greed. In the end, they learn that their friendship is more important than even a "magic" spoon.

**Story Lessons**

- Encourage children to appreciate their relationships with others, and to realize that material goods are not more valuable than friendship and family.
- Inspire children to share their possessions with others. Help them realize that there are many ways to share an object, if one is creative and flexible. Sharing can bring great happiness.



## CLASS PLAN

### Pre-Viewing Activity (Approximately 5 Minutes)

Divide students into groups. Give each group a metal spoon and challenge them to write a list of as many things as they can that a spoon might be used for. Encourage them to be creative and think of usual and unusual things. Students might come up with a list that includes eating soup; firing a small object like a catapult; making music; stirring together ingredients; using the back as a mirror; something shiny to entertain a baby; and so on.

Ask students if they think they could get into a fight with a friend over a large amount of money they both found in the street. Then ask if they could fight about a small amount of money they found, and finally, a tiny amount of money, such as a single coin. Point out that fighting over money, no matter the amount, is not something friends should do. What about fighting over something as silly as a spoon? After listening to all responses, share this episode, and ask students to look for the reasons behind why the characters fight with one another.

### Watch or Read Episode (Approximately 10 Minutes)

#### Post-Viewing Discussion Questions (Approximately 10 Minutes)

Why do you think Bataar and Sukh fought so much over a spoon? Can you think of some ways they could have shared it?

*(Discussion: These men argued over the spoon because there was only one, and they were more concerned with owning it than with thinking about their friendship. Rather than arguing about it, they could have taken turns using the spoon and appreciated each other's discoveries rather than worrying about who gets credit for finding out the spoon's different uses.)*

If Bataar and Sukh had figured out ways to share the spoon, how do you think things would have turned out differently?

*(Discussion: Had the two men found ways to share the spoon, then they would have celebrated their discovery rather than making it a reason for arguing.)*

What do you think might have happened if, in the middle of the story, someone had found a big box of spoons, so that there was enough for everyone in the town to have one?

*(Discussion: If they shared the spoons, many of the people would have fought less over the spoons because there would have been enough for everyone. But, if they all behaved in a greedy way, then they would have found a way to argue over who should get the most spoons, which spoons were the best, and so on.)*

### In-Class Activity – for 50-60 Minute Lessons (Approximately 30 Minutes)

To reinforce the theme of fighting over limited resources, ask students to think of times that they have argued with a sibling or friend over an object that they found, such as an old toy, a coin, or an interesting rock or stick. How did it make them feel to argue over something like this? Was the item worth the argument or its consequences?

To strengthen relationships among classmates, students can play this game. Have each student write his or her name on a piece of paper, followed by a number from 1 to 10 (important that students don't see what others are writing). Then, ask all the students with "1" next to their name to come to one section of the classroom, all students with "2" next to their name to another section of the classroom, and so on. All the students in each group then write down five things they have in common with the others in their group, such as the color of their clothes, their favorite snack, their favorite sport, etc. Near the end of class, all the groups discuss what it felt like to have something in common with another person.

**ACTIVITY ONE: WHEN SHARING ISN'T EASY**

**LESSON THIRTY FOUR**

What would you do if...

Imagine on your birthday, you get a gift that you know your friend has wanted for a long time. You are excited to play with it and your friend asks if he or she can borrow it. What would you do?

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What would you do if your friend discovered they forgot to take their lunch to school with them?

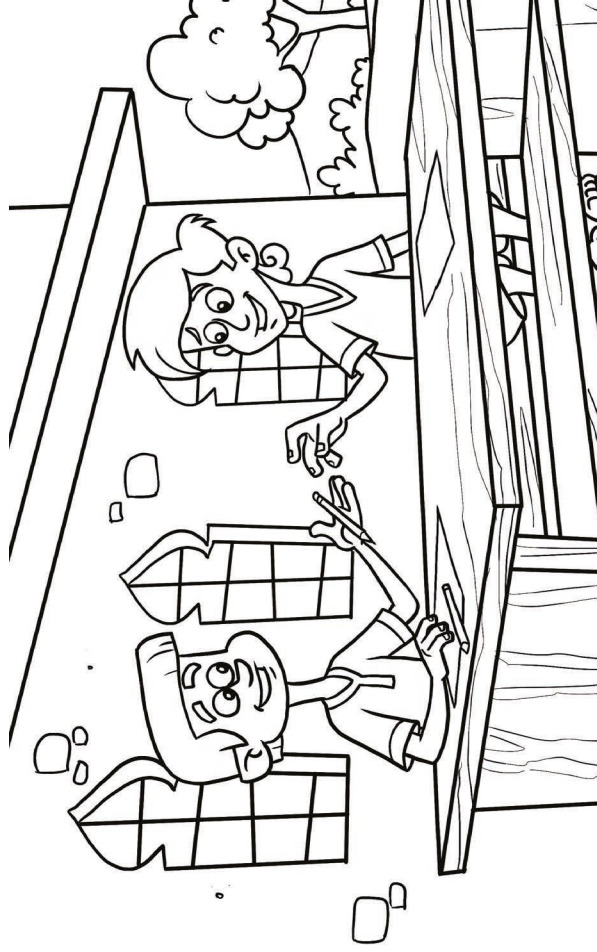
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**TAKE-HOME ACTIVITY**

NAME: \_\_\_\_\_

## ACTIVITY TWO: THE VALUE OF FRIENDSHIP

In this *1,001 Nights* story, the characters fight over an object and forget what is truly important and valuable: friendships.

First, think of a friend who is very important to you.

Write down five reasons why you think this friend is so important:

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

Is your friend more important to you than your toys? \_\_\_\_\_

Why? \_\_\_\_\_

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What are some activities that you can do with friends that you can't do with objects (such as toys)? For example, you can talk with your friend, make jokes, and so on.

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## LESSON THIRTY FOUR



Keep this list handy. Next time you feel an argument coming, look at the list and remember all of the things that make your friends so special.

## TAKE-HOME ACTIVITY

NAME: \_\_\_\_\_