

## STORY CUE CARD

**Bibliographic Information of the best version for telling using this format: “story title,” *book title*, retold by, publisher, date, inclusive page numbers for your story):**

“Contest of wind and sun”, The Contest Between the Sun and the Wind, retold by Heather Forest, August House LittleFolk., 2008, pg. 1-36.

**Background Research** on Ethnic Origin, Culture, Geography, Place of Storytelling in Society, etc.:

Started in Ancient Greece and was parodied to embarrass scholars who quarreled

Latin version appears centuries later

Title appears in Mid-Victorian times

**Ethnic Origin:** Greek, one of Aesop’s fables

**If your story is a folktale, list several motifs you can find in it from the Storyteller’s Sourcebook?**

Triumph of the weak

Wise and the foolish

Tests of cleverness or ability

Wagers and Gambling

**If it’s indexed in the *Storyteller’s Sourcebook*, under what motif is the *story synopsis* found?**

Reversal of fortune

Triumph of the weak

**Running Time:** 6min 30sec

**Story Emotions:**

What emotions do your important characters feel (be selective of the ones you want to focus on)?

CHARACTER(S)	EMOTION(S)
Sun	Smug, Happy
Wind	Prideful, Angry, Embarrassed, Humbled
Man	Content, Fearful, Happy

What is the *primary* emotion you want to evoke in your audience (i.e., what’s your point in telling it)?

**Humility**

**Personal Performance “Risks”** I plan to take with this story (i.e., how are you stretching as a storyteller to perform this story?):

Sound effects

Character voices

Rhyme

**Scenes** (no more than six scenes):

- **Man** walks road, **sun** and **wind** watch
- Wind brags, Sun challenges Wind to contest of strength
- Wind blows once, twice harder – man holds onto coat
- Sun shines and man removes coat
- Wind accuses Sun of cheating, Sun explains victory

**Plot synopsis** of entire story: Wind brags to Sun that he is stronger when a man wearing a coat walks by below them. Sun proposes a test of strength: whoever can remove the coat from the man is the strongest. Wind accepts and boasts about how easy it will be. He blows a cold wind which forces the man to button up his coat. Wind blows harder but the man just clings more tightly to his coat. Wind is enraged and gives up. Sun comes out and shines brighter and brighter. The man feels hot and removes his coat and sings. Wind hears the singing and sees man has removed his coat. Wind accuses Sun of cheating. Sun explains that she won through gentleness and offers to show Wind how she did it. Sun smiles.

**Rhymes/Special Phrases/"Flavor":**

"I'll huff and I'll puff, I'll blow to the brim. I'll RIP his coat off of him.  
I'll SMASH him against the trees! I'll take his coat off with ease!"

**Audience** (how does your story address the age-specific developmental characteristics of the intended audience?):

<b>DEVELOPMENTAL CHARACTERISTICS</b> (cite sources)	<b>HOW DOES THE STORY ADDRESS THEM?</b>
Maslow's Heirarchy – Esteem	Teaches kids there are different kinds of strength
Initiative vs. Guilt – Erik Erikson. <i>Childhood and Society</i> . rev. ed. New York: W. W. Norton, 1993.	Appeals to their fantasy world – talking sun and wind Understand the institution that physical strength is not always the best approach Ambition in proving themselves to others
Preoperational – Inhelder, Barbel and Jean Piaget. <i>The Growth of Logical Thinking</i> . New York: Basic Books, 1962	Use of story to teach life lessons, use experiences of being cold, warm to "paint" the story, accommodate thought that strength is powerful, but gentleness/kindness can be just as influential

**COMPLETE** Bibliographic information on other versions/variants (at least two)?

La Fontaine, Jean de, and Brian Wildsmith. *The North Wind and the Sun*; a Fable. F. Watts, 1964, p. [32] p. col. illus. 29 cm.

Watts, Bernadette. *The Wind and the Sun : An Aesop Fable*. North-South Books, 1992.

Other variations: "Helios and Boreas," "*De Vento et Sole*," "*Wind und Sonne*"

**Brief comparison** of all versions/variants in terms of style rather of content.

For example, think about:

1. What differences are there in the language used?
  - a. Is it more vivid in certain versions?
  - b. More culturally authentic?
  - c. Give examples to support your perceptions
2. Is the speak-aloud rhythm different, and, if so, how?
3. What makes one more "tellable" than the others (i.e., opportunities for sound effects, participation, or other embellishments)?

La Fontaine's version is more culturally authentic, focusing more on the rivalry between the forces than their emotions. Dialogue also changed, using words such as "cloak" and "fury." I chose to avoid this version because the dialogue and terminology was too complex for young audiences. This version also included a lot of animals and background characters that I wouldn't have time to describe.

Watts' version was similar in that there were many extraneous details and characters. Readers are again emotionally detached from the forces. They also use the word "cloak" when kids will understand "coat" much more easily. At one point the sun says, "You have failed." to the wind, and that wasn't a message I wanted to give to the kids. While this version may be more culturally authentic than my chosen story, it takes a long time to get through the plot with all the extra details.

My version uses simple language and intersperses couplets in the mix. While I'll only be using a few of the rhymes, I want my audience to feel the emotions of the characters and to understand the plot above all else. Forest's version does the best job of this.