

The Little Prince
An Interdisciplinary Text Set for Middle School Learners
7th-9th grade

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ENGL 5077
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July 2023

OBJECTIVE : Given English translations and a variety of visual aids, Novice Range French Learners will be able to interpret *le petit prince* by Antoine de Saint-Exupéry and articulate the main idea, some supporting details, and at least two major themes.

STANDARDS: This text set supports a variety of standards in both English Language Arts and French courses in Tennessee Middle Schools. While the English standards focus on literary factors like key ideas and details, and craft and structure, World Language standards allow for teachers to build student communicative proficiency in a meaningful cultural context.

English Language Arts	French (World Language Standards)
<p>7.L.AU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p> <p>8.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.</p> <p>8.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces</p> <p>8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support</p>	<p>C5.2.NR.A. Interpret materials and/or media from the target language and culture.</p> <p>C5.2.IR.A. Consult various sources in the target language to obtain information on topics of personal interest.</p> <p>C1.3.NM.A-B Identify words, phrases, and characters with support of visuals. Distinguish words, phrases, and characters associated with familiar topics.</p> <p>C1.3.NH.A-C Understand short, simple texts on familiar topics. Understand the main idea of short published material (e.g., schedules, brochures, birthday cards, public notices, signs). Comprehend simple descriptions with visual support.</p> <p>C1.3.IL. A-C Understand short texts of personal interest. Identify some basic information needed to fill out forms. Infer basic information from a variety of media (e.g., weather reports, job postings).</p> <p>C1.3.IM.A. Articulate the main idea of simple texts related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts).</p> <p>C1.5.NH.B-C. Describe a familiar experience or event using practiced material. Ask for basic information.</p>

an interpretation of a text by citing relevant textual evidence.

7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

8.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.

7.RL.KID.3 Analyze how specific elements of a story or drama interact with and affect each other.

7.RI.KID.3 Analyze the relationships and interactions among individuals, events, and/or ideas in a text.

8.RL.KID.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.

7.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.

8.RL.CS.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.RI.CS.5 Analyze in detail the structure of a specific paragraph or section in a text,

C1.5.IL.A-B, D-E. Describe people, activities, events, and experiences. Prepare materials for a presentation. Write about topics of student interest. Ask questions to obtain information.

C1.5.IM.B. Compose a simple paragraph about a learned or researched topic.

C1.2.NH.B,D. Understand simple information when presented with pictures, graphs, and other visual supports. Follow the narrative of a simple story being read aloud.

C1.4.NM.E. Present simple information about familiar topics.

C1.4.NH.A-B. Describe a familiar event, experience, or topic. Present basic information about a familiar person, place, or thing.

C1.4.IL.A. Describe people, activities, events, and experiences.

C1.4.IM.B. Present information about something learned or researched.

C2.1.NR.C. Use words and phrases to describe what people from the target culture are doing in texts or visual media (e.g., images, film, vase paintings, statues).

C2.2.NR.D. Provide simple reasons for the role and importance of products from the target culture.

C2.2.IR.A-B. Identify and investigate the function of products of the target culture. Explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today.

C3.1.NR.C. Read or listen to stories from the

including the role of particular sentences in developing and refining a key concept. 7

7.RL.CS.5 Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.

7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.

9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.

8.RL.IKI.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.

7.RL.IKI.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium

7.RL.IKI.9 Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.

8.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.

target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends).

C4.2.NR.D. Compare games, stories, songs, and rhymes from the target culture and one's own.

C4.2.IR.A. Discuss products' origins and importance by comparing products in the one's own and the target culture

RATIONALE

Ubiquity

The materials chosen for this text set focus on Antoine de Saint-Exupéry and the wisdom he shares using *Le petit prince*. The texts offer a variety of ways for students to absorb *le petit prince* through English and French language translations of *Le petit prince*, English and French language graphic novels inspired by the original text, an English movie, a French dessin animé (cartoon), nonfiction articles on the cultural influence and legacy of the novel, a poem, and

access to the original manuscripts and sketches. While these sources do not offer a diversity of text surrounding the same theme of discussion, such as the thematically relatable tales of *The Ant and the Cicada* or *City Mouse and Country Mouse*, the text set serves to generate discussion on variable takes of the same story and the generational dexterity of a singular story which has served as a commentary on human morals and ethics for eighty years crossing cultures around the world. *Le petit prince* has over 300 language translations, making it the most translated book in the world, second only to the Bible.

Themes

In addition to the literary analysis of characters, translation of phrases, and implicit understanding of the novel's worldly appearance, *Le petit prince* text set supports evaluations on several themes. These themes include : adulthood vs. childhood, responsibility and friendship and love. At the start of the novel, the narrator describes his childhood and how he was steered away from a creative career to one of practicality. In doing so, he begins the discussion on how children and adults see the world in different ways, which can be further commented on with the Little Prince's interaction with other characters and adults. Through the Little Prince's relationship with his Rose and the fox, readers learn about the responsibilities needed to create and maintain relationships. While the Little Prince travels through the various planets, he covers additional themes, like greed, narrow-mindedness, and enlightenment through exploration. Lastly, the overall theme of the book is a broad, open-ended commentary on human nature that has an almost infinite amount of topics that could be covered. Each theme is approached in a way that corresponds with the media in which it is presented. For example, the movie is an interpretation of the original novel, so it depicts these above-mentioned themes in a slightly different context. The novel, movie, graphic novel, and TV series can all be used in a contextual thematic study while they are used for language acquisition as well.

Adaptations and Modifications

In addition to the sources I have chosen for the Text Set, there are several other resources that can be used in adaptations or modified sets. The current set only has one biography about the author. If I were to surpass fifteen texts, I would include the article by Meredith Hindley, "The Grown-up Saint-Exupéry" from the National Endowment for the Humanities. While this article covers all of Saint-Exupéry's life and his extensive life as an author, the chosen biography from the WWII museum focuses on the author's military experiences relevant to the creation of *Le petit prince*.

Perhaps the text set could be more effective or enhanced by two additional sources from BBC Sounds. While the two biographical articles mentioned above are adequate in revealing the author's history and personal experiences, "The Little Prince: Lessons from an aviator's life," from The Forum, and "The Little Prince," from Witness History will be useful for audio-processing students and allow for a more differentiated text set. In The Forum podcast,

Bridget Kendall interviews Olivier d'Agay, Stacy Schiff, and Bernard Chabbert to gain a larger understanding of the life of Saint-Exupéry. Not quite in contrast, but allowing for mystery and questioning, Mike Lanchin discusses Saint-Exupéry's disappearance with Luc Vanrell. This short conversation can serve as a starting point for a student-led creative exploratory project.

The current text set is appropriate for 7th-9th grade students, 12-15 years old who are taking French as a foreign language. If a teacher wanted to adapt their lessons to younger ages or modify the texts for easier grammar understanding in French, there are a series of *Le petit prince* baby books which use very basic French language constructions and bilingual format, which include *Bonjour, Je Suis le Petit Prince*, published by French and European Publishing, Inc., *Meet the Little Prince* (Clarion Books, 2015), *J'apprends à compter avec Le petit prince* (Harcourt 2000), *Goodnight Little Prince* (CrackBoom! Books, 2022), *Travels with the Little Prince* (Clarion Books, 2015), and *A Day with THE Little Prince* (Clarion Books, 2015). The simpler constructions of these books will be useful for 6th grade and younger students, so they can focus on interpreting words and phrases by connecting them with direct pictures and translations.

Additional Resources for Teachers

Additionally, to make this text set more useful for writing lesson plans, I have found teacher support material that did not make the cut to be included in the list. I chose to withhold this material because it was more appropriate for teachers and college students over the grade-school audience. From Mawuena Dabla-Egui at Harding University High School under Charlotte Teachers' Institute, the lesson *Explorons le Petit Prince d'Antoine de Saint-Exupéry*, is a three-week curriculum for high school students in higher level French classes. In this detailed plan, Dabla-Egui explains the uses of *Le petit prince* for students to dissect the literary elements and complex grammar structures fully in French discussions. As she describes each day's objective, the teacher offers a variety of activities and questions for others to use when implementing the curriculum she has created. If I were teaching an older age, I would include some of her ideas within the text set below.

Lastly, for teachers using this text set with the appropriate-aged class, Succession Antoine de Saint-Exupéry provides pedagogical activities based on the level of French students are at based on the preparatory level (grade) they are in. These are authentic lesson activities made by French adults for French students; therefore, they have a unique approach to language acquisition different from how the students are used to acquiring French as a second language. The only reason this resource is not referenced in the text set is because it is for teacher use in planning before student practice as a response to the texts they are reading, listening to, and watching.

TEXT SET

1.	<i>English</i>	<i>French</i>
	De Saint-Exupéry, Antoine. <i>The Little Prince</i> . Translated by Richard Howard. Clarion Books, 2000.	De Saint-Exupéry, Antoine. <i>Le petit prince</i> . Harcourt, Inc, 2001.
TEXT TYPE/FORMAT	Novel , Reading Age: 9+	
MAIN IDEA/THEME	Study for French Culture and language comprehension	
ANNOTATION	<p><i>Le petit prince</i> is a popular children’s story, which prevails through time, language, and culture, due to the book’s universal themes. Many readers agree, it is difficult to exactly say what the story is about because it covers a variety of worlds, adventures, and characters for readers to connect with. The Little Prince is a tale about the adventures of a young boy, Little Prince, from Asteroid B-612, told from the vantage point of the narrator, referred to as the Aviator. As the aviator fixes his crashed plane, the Little Prince regails him with tales from his adventures. He travels from planet to planet and meets several different characters, each of whom have their own experiences and perspectives on life from which the Little Prince learns about adulthood, responsibility, friendship, and love. The French language edition includes opportunities for French language learners to make connections between the pictures and the text and study some of the uniquely French cultural values present in the novel.</p>	
2.	<i>English</i>	<i>French</i>
	De Saint-Exupéry, Consuelo. <i>The Tale of the Rose: Passion that inspired The Little Prince</i> . Random House, 2001.	De Saint-Exupéry, Consuelo. <i>Mémoires de la rose</i> . Translated by Alain Vircondelet. Pocket, 2001.
TEXT TYPE/FORMAT	Novel (optional), Reading Age: N/A	
MAIN IDEA/THEME	Author Biography - Friendship & Love	
ANNOTATION	<p>Written in 1945, shortly after the disappearance of her husband, Consuelo de Saint-Exupéry writes about her marriage to the WWII pilot and famous author of <i>Le petit prince</i>, Antoine de Saint-Exupéry. While there was no reading score to be found for this novel, excerpts will be appropriate for 8th and 9th learners who wish to research</p>	

	more about Saint-Exupéry’s personal experiences with love and friendship. Consuelo is often thought to be the inspiration for the rose in the novel, and by reading this combined autobiography of Consuelo and biography of Antoine, learners will be able to make deeper connections between themes and symbols from <i>Le petit prince</i> to real-world experiences and historical events.	
3.	De Saint-Exupéry, Antoine. <i>Wind, Sand and Stars</i> . Mariner Books Classic, 2002.	
TEXT TYPE/FORMAT	Novel (optional); Reading age: 14+	
MAIN IDEA/THEME	Author Autobiography - Travel & Exploration	
ANNOTATION	<i>Wind, Sand and Stars</i> is an award winning memoir from the same author as <i>Le Petit Prince</i> . It has earned the Grand Prize for Fiction from the French Academy and the National Book Award, and is on the National Geographic list for Best Adventure Books of all time. In this memoir, Saint-Exupéry tells stories from his time as a pilot when he traveled all around the world on different missions. This book will serve as an informative autobiography of the author and serve as a spark of interest for students particularly interested in history, world wars, and flying. Students who opt to read this novel will also gain insight into real-world connections to themes of travel, exploration, and enlightenment.	
4.	De Saint-Exupéry, Antoine. <i>A Guide for Grown-ups: Essential Wisdom from the Works of Antoine de Saint-Exupéry</i> . Harcourt Children Books, 2002.	
TEXT TYPE/FORMAT	Novel (optional); Reading Age: 12+	
MAIN IDEA/THEME	Thematic study & exploration	
ANNOTATION	<i>A Guide for Grown-ups</i> is a collection of quotes from the writings of Antoine de Saint-Exupéry. These include his novels, memoirs, and letters written throughout his life. It is organized by themes of happiness, friendship, responsibility, fortitude, love, and what is essential to life, all of which are present in <i>Le petit prince</i> . This text serves to simply a search for themes in <i>Le petit prince</i> and help students find evidence for their claims as they study the novel. It also can be used for social-emotional learning activities and warm-up class discussions on what they recently have read.	
5.	<i>English</i>	<i>French</i>
	De Saint-Exupéry, Antoine,	Gallimard, Editor. <i>Le petit prince</i>

	Writer. <i>The Little Prince</i> . Art by Joann Sfar. Translated by Sarah Ardizzone. Clarion Books, 2013.	<i>d'après l'oeuvre de Antoine de Saint-Exupéry</i> . Art by Joann Sfar. French and European Publications, Inc, 2008.
TEXT TYPE/FORMAT	Graphic Novel ; Reading Age: 10+	
MAIN IDEA/THEME	Study for French Culture and language comprehension	
ANNOTATION	With all the same themes as the original novel, this graphic novel provides more detailed illustrations to accompany the conversations and story-telling that take place in <i>Le Petit Prince</i> . This text provides additional pictures to use for context in language comprehension and encourages the reluctant reader to engage with the text. Comic books and graphic novels are proven to encourage readers, so those who think reading a foreign language is difficult or have a hard time analyzing texts in English, the graphic novel adaptation of <i>Le Petit Prince</i> will serve as an additional support in a differentiated classroom.	
6.	<i>English</i>	<i>French</i>
	De Saint-Exupéry, Antoine. <i>The Little Prince</i> . Narrated by Kenneth Branagh. YouTube. Gozoya Media Production, 2000. https://www.youtube.com/watch?v=APG1upS8LDw	De Saint-Exupéry, Antoine. <i>Le petit prince</i> . Narrated by Edwige. Life in French Bordeaux, 2023. https://www.lifeinfrance-bordeaux.com/le-petit-prince
TEXT TYPE/FORMAT	Audiobook/ YouTube read-along	
MAIN IDEA/THEME	Study for French Culture and language comprehension	
ANNOTATION	Similar to the use of the graphic novel, these audio sources of <i>Le Petit Prince</i> provide readers with the opportunity to listen to the book as they read. The audiobook serves as a differentiated format for study, so that students who learn better by listening can process what they are reading. When the audio is used in conjunction with reading the text, students are more likely to remember what they are reading and attend to the language according to the dual-code theory in educational psychology. The dual-code theory suggests that information coded visually and verbally is remembered better than use of only one or the other (Slavin 131). Additionally, the French read-along will be especially helpful for French language learners to hear, repeat, and practice pronunciation of French words, phrases, and sentences, which will support their communicative proficiency.	

7.	<i>The Little Prince</i> . Directed by Mark Osborne. Performances by Jeff Bridges, Mackenzie Foy, and Rachel McAdams. ON Animation Studios and Mikros Image, 2015.
TEXT TYPE/FORMAT	Movie ; Rating: PG, run time: 106 minutes
MAIN IDEA/THEME	Cultural Comparisons, Media comparisons
ANNOTATION	In this movie adaptation of <i>Le petit prince</i> , director Mark Osborne takes creative liberties to transform the original text for a modern, American audience. Where the book is narrated by the Aviator, who is never seen, the movie contextualizes the aviator as the neighbor and story-teller to a little girl next door. While he is still the narrator, the aviator drops out of center, and the plot focuses on the little girl. As a child, she lives in the grown-up world with her mom, who has the girl's whole future planned. As she imagines the stories of the Little Prince told by the aviator, the girl becomes more appreciative and focused on enjoying her childhood. After reading the original novel, the movie will make a great companion for students to analyze the differences and identify the creative changes made for the film adaptation.
8.	<i>Le petit prince</i> . Created by Matheiu Delaporte and Alexandre de la Patellière. Performances by Gabriel Bismuth-Bienaimé, Franck Capillery, Brian Drummond. Method Animation and Saint-Exupéry-d'Agay Estate, 2010-2017.
TEXT TYPE/FORMAT	Animated TV Show (optional)
MAIN IDEA/THEME	Media Comparisons, language comprehension
ANNOTATION	This French adaptation of the novel <i>Le petit prince</i> is a computer animated series that replicated the universe from the original inspiration. It supposedly takes place after the novel ends and shares a multitude of more adventures of the Little Prince. He is accompanied by the fox, who he tamed and befriended originally in the novel, and travels to different planets to save their inhabitants from the evil serpent who incites conflict wherever he goes. While not a direct replica of the novel, this animated series offers extended insight into the themes, characters, and settings from the book. It also offers short clips for French language learners to absorb authentic French resources and practice their verbal comprehension while making connections to previously learned material.
9.	“La série le petit prince et ses amis.” <i>Le petit prince</i> . 2 Jan. 2023. < https://www.lepetitprince.com/les-evenements/la-serie-le-petit-prince-et-ses-amis/ >

TEXT TYPE/FORMAT	Informational Article/Website
MAIN IDEA/THEME	Media comparison, language comprehension, cultural comparison
ANNOTATION	The other France-originated TV series ended in 2017. The new animated series launches in 2023. The article provided serves to show students that <i>Le petit prince</i> is still alive and well in the present and continues to be an influence on French culture. <i>Le petit prince et ses amis</i> is not a duplicate of the novel but rather inspired by it. The article provides a synopsis of the show, a brief history of <i>Le petit prince</i> , a trailer for the show, and video interviews with the creators. This source will provide students with evidence to support claims of the Little Prince's influence, further support the themes of friendship in the novel, and help them explore differences between the book and the newest adaptation of <i>Le petit prince</i> . The simple language in the show will also support students' development in verbal comprehension.
10.	<i>Le petit prince</i> . Succession Antoine de Saint-Exupéry. June 2023. <lepetitprince.com>
TEXT TYPE/FORMAT	Foundation Website
MAIN IDEA/THEME	Cultural products
ANNOTATION	The great-nephew of Antoine de Saint-Exupéry, Olivier d'Agay, and Little Prince experts formed the Antoine de Saint-Exupéry Foundation for Youth in 2009. Their website offers a variety of resources, articles, and paraphernalia related to <i>Le petit prince</i> . Students can explore this site for themselves or use it to conduct a scavenger hunt made by the teacher. They will find information about the author and novel, stores with Little Prince-inspired products, and articles on Little Prince-related content and events. They also have outside links to a website dedicated to Antoine de Saint-Exupéry and a blog published by writers at the foundation. Teachers can find creative activities, such as making a paper doll or coloring sheets, and language activities related to each level of French learning and reading analysis. With its wide variety of content, this text provides evidence of the lasting impact <i>le petit prince</i> leaves on the world as a whole.
11.	Raccioppi, Rose Marie. "...charm it is...The Little Prince Within Us." <i>APOGEE Poet</i> . Published 16 October 2012. Accessed June 2023.
TEXT TYPE/FORMAT	Poem
MAIN IDEA/THEME	Alternate media, summary of The Little Prince, legacy of themes

ANNOTATION	Rose Marie Raccioppi was the Poet Laureate of Orangetown, New York, for ten years as of 2018. She is an artist, performing poet, educational consultant and sound therapist who holds two graduate degrees in education and psychology. She has earned a number of awards and honors in the world of arts and education. She is an entrepreneur in a number of areas. The most relevant for this text set is her blog, apogee poet. On her blog she keeps up with an archive of nearly fourteen years worth of daily poetry. From October of 2012, she posted her poem, “...charm it is...The Little Prince Within Us,” inspired by <i>Le petit prince</i> . Her poem offers a summary of the tale in formal verse. The text offers an alternate perspective on how the Little Prince relates to every-day life and can be used for practice in poetry analysis.
12.	<i>Le petit prince Magazine</i> . Le petit prince Licensing. Edited by Thomas Rivière, Morgane Fontan, and David Jolly. Succession Antoine de Saint-Exupéry, 2022.
TEXT TYPE/FORMAT	E-Magazine
MAIN IDEA/THEME	Cultural product, recent news
ANNOTATION	<i>Le petit prince Magazine</i> is an authentic source French language learners can explore in both English and French. The current issue, édition 2023, is themed after the 80th anniversary of the publication of <i>Le petit prince</i> . The variety of articles within its twelve pages include key figures, applicable values of the novel, places inspired by the story or character, and events being held in honor of the book globally. Most of them include pictures with French and English subtitles for easy comprehension. This text acts as a cultural product to be studied for cultural and lingual comprehension and serves to add to students’ discussions on the legacy and impact the novel has had on the world.
13.	“Antoine de Saint-Exupéry.” Essaouira. Accessed. 30 June 2023.
TEXT TYPE/FORMAT	Informational Map/ News Article
MAIN IDEA/THEME	Francophone countries, biography of author
ANNOTATION	The website Essaouira derives its name from Essaouira Mogador, a town in Morocco where Antoine de Saint-Exupéry spent some time during his travels as a pilot. The article announces the installment of the “Freedom Bench,” as a tribute to the author. The remainder of the article tells the story of Saint-Exupéry’s voyages and provides several historical photos, posters, and maps that track his flight patterns. This text is short read about the writer’s life as a pilot and functions as an

	alternative to the longer read, <i>Wind, Sand and Stars</i> . It can also be a conversation starter on the French colonization of African countries and the expansion of the francophone world.
14.	Lengel, Ed. "The Little Prince's Last Flight: The Story of Antoine de Saint-Exupéry. The National WWII Museum New Orleans. 19 September 2020.
TEXT TYPE/FORMAT	Informational Website
MAIN IDEA/THEME	Biography of Writer
ANNOTATION	Edward Lengel writes about the life of Antoine de Saint-Exupéry from the historical perspective, contextualizing his life and mysterious death during WWII. While being a longer article, it accompanies the article from Essaouira and describes Saint-Exupéry's missions in greater detail and offers designs and models of the different planes he flew. This text can accompany or replace <i>Wind, Sand and Stars</i> as a biography of the author and can be used to support student interests.
15.	De Saint-Exupéry, Antoine. <i>Le petit prince</i> . 1942. The Morgan Library and Museum, New York. Manuscript. <i>The Morgan Library and Museum</i> . < https://www.themorgan.org/collection/little-prince > Accessed June 2023.
TEXT TYPE/FORMAT	Primary Source/ Manuscript
MAIN IDEA/THEME	Original art and designs
ANNOTATION	While all other sources, including the novel of study, are reproductions of the original story published in 1943, this text provides students with insight into the original musings and creations of the author. In honor of the 80th year of publication, The Foundation of Antoine de Saint-Exupéry is lending out the manuscript and drawings to museums around the world, including The Morgan Library. Their online collection includes 140 pages of early drafts of both the writing and sketchings published in the book. Students can use this resource to view early art and address the writing process. It can also be used as an example of the effort and hardwork put into the ubiquitous masterpiece.

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