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The responses of contemporary South African children to threshold experiences in Grimm fairy tales and African folk tales

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Appendices

Appendix A – The Story of *The Fox and the Horse*

Original Version of *The Fox and the Horse*

Edited Version of *The Fox and the Horse*

A farmer had a horse that had been an excellent, loyal worker for him. But now the horse had grown too old to work. So the farmer decided not to give him anything else to eat and said, “I do not want you anymore, so take yourself out of my stable. I will not take you back again until you are stronger than a lion.” Then the farmer opened the door and sent the animal away.

The poor horse was very sad and he wandered up and down in the wood, looking for some little shelter from the cold wind and rain. Soon, a fox met him. “What’s the matter my friend?” said he, “why do you hang down your head and look so lonely and woebegone?” “Ah!” replied the horse, “fairness and greediness never live in one house. My master has forgotten all that I have done for him for so many years and because I can no longer work, he has sent me away and says that unless I become stronger than a lion, he will not take me back again. What chance do I have of that? He knows I have no chance, or he would not talk like that.”

However, the fox told him not to worry and said, “I will help you. Lie down there, stretch yourself out quite stiff and pretend to be dead.” The horse did as he was told and the fox went straight to the lion who lived in a cave close by and said to him, “A little way off lies a dead horse. Come with me and you may make an excellent meal of this horse.”
The lion was greatly pleased and set off immediately. And when they came to the horse the fox said, “You will not be able to eat him comfortably here. I’ll tell you what – I will tie you tightly to his tail and then you can pull him to your den and eat him whenever you want to.”

This advice pleased the lion, so he lay down quietly for the fox to tie him to the horse. But the fox managed to tie his legs together and he tied them all so hard and fast that with all his strength he could not set himself free. When the fox’s work was done, he clapped the horse on the shoulder and said, “Jip! Dobbin! Jip!”

Then up the horse sprang and moved off, dragging the lion behind him. The beast began to roar and bellow till all the birds of the woods flew away from fright. But the horse let him sing on and made his way quietly over the fields to his master's house.

"Here he is master," said he, "I have got the better of him." And when the farmer saw his old servant, his heart gave in and he said, "You will stay in your stable and be well taken care of." And so the poor horse had plenty to eat and lived – till he died.

Appendix B – Questions on *The Fox and the Horse*

The **threshold** experiences in this story are when the horse is kicked out by the farmer, when the fox overpowers and outwits the lion and when the horse arrives back at the farmer with the lion tied to him.

Questions:

Questions during the reading/ 'Horizon of expectations' questions:

- While the story is being read, the child will be asked what he/she thinks will happen next at the point where the horse is kicked out by the farmer. This will show how resourceful they think the horse is and if they can imagine how he can overcome the situation. This could indicate what their '**horizons of expectation**' are, as this will give information about what they usually expect from stories and whether previous stories have affected their expectations. They will also be asked if they understand certain words, such as "stable", along the way, to check that they are keeping up. After parts such as when the fox ties up the lion, they may be asked what happens in order to clarify that they understand what is going on.

Questions after the reading:

Understanding (Questions to test whether the child understood the story):

- Who are the characters in the story?
- Why is the horse sent away by the farmer?
- Who decides to help the horse?
- Who is tied to the horse's tail?
- What happens at the end?

Affective (Questions to test how the child responds to the characters and situations in the story):

- How do you think the horse felt when the farmer told him to leave his stables?
- Why do you think the fox decided to help the horse?
- Is any part of the story scary? If so, which part?

- What did you think about the fox?
- How do you think the lion felt when he knew he had been tricked?
- Which animal do you feel sorry for? Why?
- How do you think the horse felt when the farmer said he could come live there again?

Filling in the gaps (Where the reader perceives there to be information missing, or where something is unclear):

- How come the horse and the fox are able to talk?
- How could the horse become stronger than a lion if he is so old?
- Why did the lion believe the fox?
- How did the fox manage to tie down the lion, because lions are usually stronger?
- What do you think the farmer thought when his horse came back to him with the lion?
- What do you think happened to the lion at the end?

Resistant Reading (These questions will check whether the reader has been forced to identify against him- or herself because the text was not constructed for readers like him/her):

- Draw a picture of how you imagine the three characters at the end when the horse brings the lion back. Think of whether they are happy, sad, angry and so on.

Appendix C – The Story of *The Mother-in-Law and the Sour Milk*

Original and Edited Version of *The Mother-in-Law and the Sour Milk*

Appendix D – Questions on *The Mother-in-law and the Sour Milk*

Thresholds here include when the mother-in-law is caught drinking the milk, when she is kicked out of home and when she is almost killed by the animal king.

Questions during the reading/ 'Horizon of expectations' questions:

- While the story is being read, the child will be asked what he/she thinks will happen next at the point where the son-in-law catches the mother-in-law drinking the sour milk. This should show what their 'horizons of expectation' are, as this will say what they usually expect from stories. It will be noted whether the child talks during the story, as this may be an indication that they are used to stories in an oral structure. (This tests '**horizon of expectation'** aspects).

Questions after the reading:

- Which part of the story did you find the most interesting? Why?

Understanding:

- Who are the different people and animals in the story?
- Which character eats the sour milk?
- What work does the old woman do?
- What does the old woman's son-in-law tell her to do for him after he catches her eating the food?
- Who saves the old woman from being killed in the forest?

Affective:

- Why do you think the old woman loves the sour milk so much?
- How do you think the old woman feels when her son-in-law catches her eating the porridge?
- How do you think the old lady feels when she has to walk around from river to river looking for water without frogs?

- How do you feel when the old woman gets caught in the tree's roots?

Filling in the gaps:

- Why do you think the old lady is not allowed to eat porridge and sour milk whenever she wants to?
- Do you think her daughter is cross with her too?
- How can the frogs in the river talk to the old lady?
- How can a wild cat save a human?
- Why does the wild cat want the large bird to be killed?

Resistant Reading:

- The children are shown pictures of different old women and asked which one they think the old lady in the story is and why.

Appendix E – Story of *Jorinda and Jorindel*

Original Version of *Jorinda and Jorindel*

Edited Version of *Jorinda and Jorindel*

There was once an old castle that stood in the middle of a large, thick forest, and in the castle lived an old fairy. All the day long, she flew around in the shape of an owl, or she crept about the country like a cat. But at night she always became an old woman again. When any young man came too close to the castle, within a hundred steps, he became very stuck and could not move a step till she came and set him free. But when any pretty girl came close, she was changed into a bird; and the fairy put her into a cage and hung her up in a room in the castle (***Why did she only change the girls, not the boys, into birds?**). There were seven hundred of these cages hanging in the castle, all with beautiful birds in them.

Now there was once a young girl whose name was Jorinda. She was prettier than all the other girls that ever were seen. And a shepherd whose name was Jorindel liked her very much and they were going to be married soon (***Do you know what a shepherd is?**). One day, they went to walk in the forest so that they could be alone. And Jorindel said, "We must take care that we don't go too near to the castle." It was a beautiful evening – the last rays of the setting sun shone brightly through the long branches of the trees on the green forest beneath and the turtle-doves (***Those are birds**) sang sadly from the tall trees.

Jorinda sat down to look at the sun. Jorindel sat by her side. And both of them felt sad, but they did not know why. But it seemed as if they were going to be separated from one another forever. They had wandered a long way. And when they looked to see which way they should go home, they could not decide which path to take. (***What do you think might happen?**)

The sun was setting fast and already half of his circle had disappeared behind the hill. All of a sudden, Jorindel looked behind him and when he saw through the bushes that they had sat down close under the walls of the castle without knowing it, he got very scared, turned pale (***That means very white**) and started shaking. Jorinda was singing:

"The ring-dove sang from the willow spray.
Well-a-day! Well-a-day!

He mourn'd for the fate
Of his lovely mate,
Well-a-day!"

The song stopped suddenly. Jorindel turned to see the reason and saw his Jorinda changed into a nightingale (***That's a bird**), so that her song ended with a sad *jug jug*. An owl with angry eyes flew around them three times and three times screamed, "Tu whu! Tu whu! Tu whu!" (***Why do you think she flew around three times?**). Jorindel could not move. He stood as still as stone and could not cry or speak or move his hands and feet. And now the sun went down. The gloomy night came, the owl flew into a bush and a moment later, the old fairy came forward, pale and small, with staring eyes and a nose and chin that almost met one another.

She mumbled something to herself, grabbed the nightingale and went away with it in her hand. Poor Jorindel saw the nightingale was gone – but what could he do? He could not speak, he could not move from the spot where he stood. (***What do you think Jorindel would say if he could talk?**) At last the fairy came back and sang with a croaky voice:

"Till the prisoner's fast
And her doom is cast,
There stay! Oh, stay!
When the charm is around her,
And the spell has bound her,
Hie away! Away!"

All of a sudden, Jorindel found himself free. Then he fell on his knees in front of the fairy and prayed for her to give him back his dear Jorinda. But she said he would never see her again, and went away. (***What would you do if you were Jorindel?**)

He prayed, he cried, he was sad, but it was useless. "Alas!" he said, "what will become of me?" He could not return to his own home, so he went to a strange village and kept himself busy by looking after the sheep. Many times, he walked round and round the hated castle, as near as he could go.

At last, one night he dreamt that he found a beautiful purple flower and in the middle of it lay an expensive pearl. And he dreamt that he picked the flower and went with it in his hand into the castle and that everything that he touched with it lost its evil powers and that there he found his dear Jorinda again.

In the morning, when he awoke, he began to search in every hill and valley for this pretty flower. And eight long days he looked without finding it. But on the ninth day, early in the morning, he found the beautiful purple flower. And in the middle of it was a large dew-drop as big as an expensive pearl.

Then he picked the flower and left, travelling day and night till he came to the castle. He walked nearer than a hundred steps to it, but he did not become stuck like he did before, but found that he could go close up to the door. (***Do you think this was the best thing to do – go to the castle?)**

Jorindel was very glad to see this. He touched the door with the flower, and it sprang open. So he went in through the courtyard and listened when he heard many birds singing. At last he came to the room where the fairy sat, with the seven hundred cages. And when she saw Jorindel, she was very angry and screamed. But she could not come closer than two steps to him because the flower he held in his hand protected him. He looked around at the birds, but alas! There were many, many nightingales, so how would he be able to find his Jorinda? (***If you were Jorindel, how would you find out which bird was Jorinda?**)

While he was thinking what to do, he noticed that the fairy had taken down one of the cages and was escaping through the door. He ran or flew to her, touched the cage with the flower – and his Jorinda stood in front of him. She threw her arms round his neck and looked as beautiful as ever, as beautiful as when they walked together in the forest.

Then he touched all the other birds with the flower, so that they turned back into girls. And he took his dear Jorinda home, where they lived (***Pause here – ask them to finish the sentence**) happily together many years.

Appendix F – Questions on *Jorinda and* Jorindel

The thresholds in this story are when Jorinda is turned into a nightingale by the witch and when Jorindel saves her with the power of the purple flower.

Questions during the reading/ 'Horizon of expectations' questions:

- While the story is being read, the child will be asked what he/she thinks will happen next at the point where the couple is sitting near the castle. This will show how familiar the children are with magic and fairies. They may also be asked what they think the purple flower is for. This could indicate what their '**horizons of expectation**' are, as this will show what they usually expect from stories and whether previous stories have affected their expectations. They will also be asked if they understand certain words, such as "nightingale", along the way, to check that they are keeping up. At the end, they are asked to complete the line, "And they lived…".

Questions after the reading:

Understanding:

- Try to tell me the story as you remember it.
- What does Jorindel use to break the spell?
- Why can't the witch come near him?

Affective:

- Why is Jorindel sad when Jorinda is taken by the fairy?
- How do you think Jorinda felt when she became a bird locked in a cage?
- How do you think all the birds feel at the end when Jorindel saves them and turns them into girls again?
- Who lived happily ever after in the story? Who didn't?
- Who do you like best in the story? Why?
- Is there someone in the story you don't like? Who? Why?

Filling in the gaps:

- Why does the old fairy want to turn the girls into birds?
- How long do you think Jorinda was a bird for?
- Why did Jorindel know that this flower would help him?
- If you were Jorindel, what would you have done to save Jorinda?

Resistant Reading:

- Who do you think is the hero in the story?
- Can a girl be a hero?
- Who do you feel sorry for?
- What do you think should happen to the fairy?
- Do you think the story should end differently? How would you end it if you were the writer?
- FELT BOARD – Place the characters and items from the story onto the board, as you imagine them. (The children were encouraged to act if they wanted to.)

Appendix G – Story of *Maqinase*

Original and Edited Version of *Maqinase*

Appendix H – Questions on *Maqinase*

The thresholds in this story are when Maqinase leaves home, when he meets the different animals and when the dog chases him.

Questions:

Questions during the reading/ 'Horizon of expectations' questions:

- While the story is being read, the child will be asked what he/she thinks will happen next at the point where the piglet leaves home. This could indicate what their '**horizons of expectation**' are, as this will show what they usually expect from stories and whether previous stories have affected their expectations. They will also be asked if they understand certain words.

Questions after the reading:

Understanding:

- What do you think the most important/fun part of the story was? Why?
- Why does Maqinase leave home?
- Who does Maqinase meet on the walk?
- What does Maqinase say to the donkey?
- What happens at the end?

Affective:

- Who was your favourite character in the story? Why?
- Do you think it's a good idea that Maqinase goes for a walk by alone? Why?
- How do you think Maqinase's mom feels when she sees that Maqinase is missing?
- What do you think about the way that Maqinase speaks to the donkey, the tortoise and the frog?
- How do you think the donkey feels when Maqinase says that his ears are big? And the tortoise when he says he is so slow? And the frog when he says his mouth is big?

Filling in the gaps:

- Why do you think Maqinase is so rude?
- If you were the donkey, the tortoise or the frog, would you have helped Maqinase? Why?
- What do you think should happen to Maqinase at the end when he goes home?

Resistant Reading:

- Do you think the story is trying to teach us something? What?
- Do you like the dog? Why?
- Do you think Maqinase will walk alone again? Why or why not?
- Pretend that you are Maqinase's mom - what do you think should have happened to Maqinase at the end?
- ROLE PLAY – Which part was your favourite? Choose some of the cardboard puppets and play out the scene the way you think it happened.

Appendix I – The Story of *The Rock Rabbit Learns the Hard Way*

Original and Edited Version of *The Rock Rabbit Learns the Hard Way*

Appendix J – Questions on *The Rock Rabbit Learns the Hard Way*

The thresholds in this story are when the rabbit decides to lie to the animals about his sick child, when he eagerly anticipates the arrival of his tail and when he is disappointed at the end.

Questions:

Questions during the reading/ 'Horizon of expectations' questions:

- While the story is being read, the child will be asked what he/she thinks will happen next at the point where the animals start returning with their tails. This will show what they expect to happen to a liar. They can also be asked what excuse they think each animal will give. This could indicate what their '**horizons of expectation**' are, as this will show what they usually expect from stories and whether previous stories have affected their expectations. Certain words, such as "rock rabbit", will also be explained to them along the way, so that it is confirmed that they are following the story.

Questions after the reading:

Understanding:

- I wonder if you could try and tell me what happened in this story? (This was an attempt to balance these questions with the Grimm's tale questions)
- What did the rock rabbit want?
- Who did he ask to get it for him?

Affective:

- Do you feel sorry for the rock rabbit? Why?
- How do you think the rock rabbit feels when each animal tells him that they forgot to bring his tail? Why?
- Why do you think the rock rabbit was punished at the end by not getting a tail?
- Do you think anyone in the story is lazy? Who? Why?
- Why does he lie to the animals about his sick child?
- How do you think the rock rabbit feels at the end when he is the only one without a tail?

Filling in the gaps:

- Do you think the rock rabbit really has a child? Why?
- How is it possible that all the animals belong to the same family? Remember, they call each other “cousin”, and so on?
- Why do you think the animals do not bring him his tail?
- Do you think the rock rabbit ever forgives the animals for not bringing him a tail? Why?
- How do you think the rock rabbit feels being the only animal without a tail?

Resistant Reading:

- How did you want the story to end? (What would you have changed in the story?)
- How do you think this sentence should end? – Liars are...
- What lesson do you think the rock rabbit learned?
- Do you ever behave like the rock rabbit does?
- Do you know anyone who is lazy like the rock rabbit?
- Do you know anyone who lies like the rock rabbit?

Appendix K – The Story of *King Grisly Beard*

Original Version of *King Grisly Beard*

Edited Version of *King Grisly Beard*

A great king had a daughter who was very beautiful, but so proud and full of herself and stuck up, that none of the princes who came to ask her to marry them was good enough for her and she only teased them.

Once upon a time, the king had a great feast and invited all the princes and kings for her to choose who she would marry. They sat in a row from the most important to the least important, kings and princes and dukes and earls. Then the princess came in and walked past all of them, but she had something mean to say to every one. The first was too fat: "He's as round as a tub!", said she. The next was too tall: "What a pole!", said she. The next was too short: "What a dumpling!" said she. The fourth was too pale. And she called him "Wallface." The fifth was too red, so she called him, "Rooster head." The sixth was not straight enough, so she said he was like a green stick that had been put to dry over a baker's oven. And so she had some joke to make about every one. But she laughed the most at a good king who was there. "Look at him," said she, "his beard is like an old mop, he shall be called Grisly-beard!" (***I add in, "'Grisly' means 'grey'."**) So the king got the nick-name of Grisly-beard.

But the princess's father, the old king, was very angry when he saw how his daughter behaved, and how she treated his guests so badly. And he promised that whether she wanted to or not, she should marry the first beggar that came to the door. **(*Do you know what a beggar is?)**

Two days later, a travelling musician came by and he began to sing under the window and asked for money. And when the king heard him, he said, "Let him come in." **(*Why do you think he is letting him in?)** So they brought in the dirty-looking man. And when he had sung in front of the king and the princess, he begged for a reward. Then the king said, "You have sung so well that I will give you my daughter for a wife." The princess begged and prayed, but the king said, "I promised to give you to the first beggar, and I will keep my word." So, words and tears were useless. They sent for the priest and the princess was

married to the musician. When this was over, the king said, “Now get ready to go. You must not stay here. You must travel on with your husband.”

Then the beggar left and took her with him. And they soon came to a huge forest. “Please,” said the princess, “whose forest is this?” “It belongs to King Grisly-beard,” answered her husband, “If you had married him, all of this would be yours.” “Ah! I am such an unlucky girl!” she sighed, “if only I had married King Grisly-beard!” Next they came to some beautiful fields. “Whose beautiful green fields are those?” he said. “They belong to King Grisly-beard. If you had married him, they would all be yours.” “Ah! I am an unlucky girl! She said, “I wish that I had married King Grisly-beard!”

Then they came to a great city. “Whose is this wonderful city?” she said. “It belongs to King Grisly-beard. If you had married him, it would all be yours.” “Ah! I am an unlucky girl!” she sighed, “Why didn’t I marry King Grisly-beard?” “That is none of my business,” said the musician, “Why do you wish for another husband? Am I not good enough for you?”

At last they came to a small cottage. **(*Do you know what a cottage is?)** “What a silly place!” she said. “Who does that dirty little hole belong to?” The musician answered, “That is our house, where we are going to live.” “Where are your servants?” she cried (***Those are people that work for you. Alternatively, ask the children what they are**). “Why do you need servants?” he said. “You must do everything yourself. Now make the fire and boil water and cook my supper, because I am very tired.” But the princess did not know anything about making fires and cooking, and the beggar was forced to help her. When they had eaten very small meal, they went to bed. But the musician woke her up very early in the morning to clean the house.

This is how they lived for two days. And when they had eaten up all the food in the cottage, the man said, “Wife, we cannot carry on like this, spending money and not earning any money. You must learn to make baskets.” Then he went out and cut trees and brought them home and she began to weave. But it made her fingers very sore. “I can see this work will not be good,” he said, “try and spin. Maybe you will do that better.” So she sat down and tried to spin. But the strings cut her soft fingers until the blood ran. “See now,” said the musician, “you are good for nothing, you can do no work. What a bargain I got! However, I

will try to let you sell pots and pans in the market." Alas" she sighed, "when I stand in the market and any people from my father's palace pass by and see me there, they will laugh at me!" (***Why will they laugh at her?**)

But the beggar did not care about that and said she must work if she did not want to die of hunger. At first, the selling in the market went well because many people saw how beautiful she was and wanted to buy her things and paid their money without thinking of taking away the things with them.

The husband and wife lived on this as long as it lasted, and then her husband bought new pots and pans and she sat down to sell them in the corner of the market. But a drunken soldier soon came by and rode his horse against her stall and broke all her pots and pans into a thousand pieces. Then she began to cry and she did not know what to do. "Ah! What will happen to me?" she said. "What will my husband say?" **(*What do you think her husband is going to say?)** So she ran home and told him everything. "Who would have thought you could be so silly," he said, "that you would put all your pots and pans in the corner of the market where everyone walks past? No more crying. I can see that you are not good at this work. So I went to the king's palace and asked if they wanted a kitchen maid. They have promised that you can work there and you will have plenty to eat."

So the princess became a kitchen maid and helped the cook to do all the dirtiest work. She was allowed to take home some of the meat that was left over and this is what her and her husband ate.

She had not been there long when she heard that the king's oldest son was passing by and was going to get married. She went to one of the windows and looked out. Everything was ready and all the palace looked splendid (**Emphasise**). Then she thought with a sad heart of her own miserable life and she was sad that she was so rude and silly because that is why she was in this situation. And the servants gave her some of the rich meats which she put into her basket to take home.

All of a sudden, as she was going out, the king's son came in, in his golden clothes. And when he saw a beautiful woman at the door, he took her by the hand and asked her to dance with him. (***Who do you think this prince is? What do you think is going to happen?)**

But she was shaking with fear because she saw that it was King Grisly-beard, who was teasing her. But he held her hand and took her inside. And the cover of the basket fell off so that the meats in it fell everywhere. Then everybody laughed and booed at her and she was so embarrassed that she wished she was a thousand metres deep inside the earth. She sprang to the door to run away, but on the steps, King Grisly-beard caught up to her and took her back and he said, “Do not be scared! I am the musician who has lived with you in the cottage. I brought you here because I loved you. I am also the soldier from the market who broke all your pots and pans. I have done all of this so that you will not be so full of yourself and to punish you because you were so horrible to me. Now, it is all over. You have learnt your lesson, all your mistakes are gone, and it is time to celebrate our marriage feast!”

Then the servants came and brought her the most beautiful dresses. And her father and all his people were already there and congratulated her on her marriage. Everyone’s face was full of joy. The feast was grand and everyone was happy and I wish you had been at the party.

Appendix L – Questions on *King Grisly-Beard*

The thresholds in this story are when the princess is rude to the guests, when the king gives her to the 'beggar', when she comes to her new cottage, when she starts her jobs and when she finds out the truth at the end.

Questions:

Questions during the reading/ 'horizon of expectations' questions:

- During the reading of the story, the child will be asked what he/she thinks will happen next at the point where the princess is sent away with the beggar. This will show how familiar the children are with the outcomes of fairy tales. They may also be asked what they think will happen at the end with the ball. This could indicate what their '**horizons of expectation**' are, as this will show what they usually expect from stories and whether previous stories have affected their expectations. They will also be asked if they understand certain words, such as "spinning" and "weaving", along the way, to check that they are keeping up.

Questions after the reading:

Understanding:

- Which part did you think was the most fun? Why?
- Why was the princess sent away?
- What work did the princess have to do when she came to the cottage?
- Who was the beggar actually?
- What happened at the end?

Affective:

- Which character did you like the best? Why?
- What do you think about the way that the princess talks to the guests?
- Do you feel sorry for the princess when she is sent away? Why?
- Do you think the princess learned her lesson? Does she become a nicer person or not?

- Do you think it was right for King Grisly-Beard to pretend he was a beggar? Why?

Filling in the gaps:

- How come do you think the princess does not recognise King Grisly-Beard when he is dressed as the beggar?
- Do you think the king knew that the beggar was actually the king? Why?
- Do you think the princess is angry at her father for sending her away? Why?
- How do you think the princess feels working as a maid in the palace kitchen?
- Do you think the princess is happy at the end when she realises that her husband is actually the king?

Resistant Reading:

- What do you think this story is trying to teach us?
- Do you know anyone like the rude princess? What are they like?
- Complete the sentence: Princesses are…
- ROLE PLAY – Please tell me the story with the puppets. You can just act out the parts that you remember.

Appendix M – Examples of Drawings from *The Fox and the Horse* Activity

Example of Resistance to Drawing – Neliswe's Drawing of a Fish

Yolande's Drawing – An Example of a Child who did Not Resist Drawing

Appendix N – Pictures of Possible Old Women in *The Mother-in-Law and the Sour Milk*

Appendix O – Felt Board Used in *Jorinda and Jorindel*

Felt Board Used in *The Rock Rabbit Learns the Hard Way*

Appendix P – Puppets used in *Maginase*

Puppets Used in *King Grisly-Beard*

Appendix Q – Questions to Ask Children During the First Interview

- Do you hear stories anywhere other than at school?
- Do you like being read stories?
- Does anyone read to you at home? If yes, who reads to you?
- Does anyone ever just tell you stories without a book?
- Do you ever ask someone to read to you?
- Do you ever ask people to make up stories to tell you?
- Do you like to make up stories?
- Do you remember being read to when you were younger?
- Do you remember any stories or books that you liked?
- What is your favourite story or book now?
- How often does someone at home tell you stories?
- Have you ever read any fairy tales? And African tales?
- Can you read? If yes, what do you read?
- Do you watch TV?
- What are your favourite programmes?
- Do you ever talk about what you watch on TV?

Appendix R – The Story of *The Twelve Brothers*

Original Version of *The Twelve Brothers*

Edited Version of *The Twelve Brothers*

Once upon a time, a queen and a king lived happily together. They had twelve children, all of them boys. One day, the king said to the queen, “If our thirteenth child that you are about to have is a girl, then the twelve boys must die. Then our daughter can get all the money and the palace for herself.” The king told the queen not to tell anybody what was going on.

But the queen sat crying the whole day long. Her youngest child, Benjamin, who was always with her, said to her, “Mother dear, why are you so sad?”
“My dearest child,” she replied, “I am not allowed to tell you!” But he did not stop asking until she unlocked the door and showed him the twelve coffins and pillows. Then she said, ”My dearest Benjamin, your father says that if I have a little girl you and your twelve brothers will all be killed” And she cried while she said this. Benjamin tried to make her feel better and said, “Do not cry mother, we will look after ourselves and leave the palace”. But she said “Go with your eleven brothers into the forest. One of you must climb into the highest tree you can find and keep watching the tower in the castle. If the baby that I have is a boy, I will hang out a white flag – this means that you can come home again. But if I have a girl, I will hang out a red flag – and then run away as quickly as you can. Every night I will pray for you – in winter I will pray that you have fire to warm yourselves and in summer I will pray that you have not melted from the heat.”

She blessed each one of her sons and then they ran away to the forest. Each one had a turn to sit in the highest oak tree and to watch the tower to wait for the flag. When eleven days had passed, it was Benjamin’s turn to watch. He saw that a flag had been hung out the tower – but it was not the white one, but the red one, which meant that they must all die. When the other brothers heard this, they became very angry and said, “Are we going to die because of a girl? We must take revenge – wherever we see a girl we will kill her.”

After this, they went deeper into the forest, and in the middle, where it was the darkest, they found a cute little cottage that was empty. They said, “We will live here. Benjamin, you are the youngest and the weakest, so you must stay in the cottage while we go out and hunt.”

So they went into the forest and shot rabbits, wild deer, hares and pigeons and whatever else they could find. They brought these home to Benjamin to cook and prepare them for their meals. They lived in this cottage for ten years and time passed very quickly.

The queen's little daughter had now grown up. She had a kind heart and was very beautiful and she always wore a golden star on her forehead. Once, when there was a big spring clean at the palace, she saw twelve boys' shirts hanging up and she asked her mother "Whose shirts are these, because they are much too small for my father?"
The mother answered sadly, "My dear child, they belong to your twelve brothers!"
The girl replied, "Where are my twelve brothers? I have never heard of them."
The queen answered, "G-d only knows where they are; they have wandered into the wide world. Your brothers ran away secretly before your were born." And she told her everything that had happened.
Then the girl said, "Don't worry dear mother, I will go and look for my brothers." She took the twelve shirts and went into the great forest. All day long she walked on and on, and in the evening she arrived at the cute house and she stepped inside. There she found a young boy who asked her, "Where do you come from and where are you going to?"
The boy was amazed to see how beautiful she was and he was also surprised at her queenly clothes and the star on her forehead.
Then she answered, "I am a king's daughter and I am looking for my twelve brothers. I will go as far as heaven is blue until I find them." And she showed him the twelve shirts that belonged to them.
Benjamin immediately realised that it was his sister and he said, "I am Benjamin, your youngest brother."
When she heard this, she began to cry for joy and Benjamin also cried and they kissed and hugged one another with great love.
Then he said, "Dear sister, there is one terrible problem – my brothers and I have agreed that every girl we meet must die because we were forced to leave the palace because of a girl."
Then the girl replied, "I will gladly die if it means that this will free my twelve brothers."

"No," he answered, "You will not die. Hide yourself under this barrel until our eleven brothers come home." She did this. And when it was night time the others came back from

hunting and their dinner was prepared. As they sat at the table eating, they asked, “What news do you have, Benjamin?” Benjamin said, “Don’t you know?”
“No.” they said. Then Benjamin spoke again, “You have been in the forest and I have been at home, but I know more than you do.”
“Tell us right now!” they said.
Benjamin answered, “First you have to promise me that you will not kill the first girl that meets us.”
“Yes, we promise!” they shouted, “We will not hurt her. Tell us right now.”
Then Benjamin said, “Our sister is here.” He lifted up the barrel and the king’s daughter came out from underneath it, looking very beautiful and gentle in her royal clothes and with the golden star on her forehead. When they saw her they were happy, and they kissed her and loved her with all their hearts.

Now the girl stayed at home with Benjamin and helped him with his work while the eleven other brothers went into the forest and caught wild animals, deer, birds and pigeons for their meals, which Benjamin and his sister carefully prepared. The sister looked for wood for the fire and for vegetables which she prepared and she put the pots on the fire so that their dinner was ready when the eleven brothers returned home. She also cleaned the cottage and put beautiful, clean, white sheets on the beds. The brothers were always happy and they lived together happily.

One day, when Benjamin and his sister had cooked a delicious meal, the others came in, sat down, ate and drank and were very happy. But there was a little garden outside the cute cottage. In the garden there were twelve flowers called lilies, and the sister picked twelve flowers to give to each of her brothers as a present. But as she picked each flower, the twelve brothers were changed one by one into twelve black birds and they flew off into the forest. At the same time, the house and garden both disappeared.

So the poor girl was left alone in the wild forest. As she looked around, she saw an old woman standing near her. The old woman said, “My child, what have you done? Why didn’t you leave the twelve flowers alone? The flowers were your brothers, and they have now become black birds!”
Then the girl asked with tears in her eyes, “Is there no way I can save them?”

“There is only one way in the whole world,” said the old woman, “but it is so difficult that you will not be able to free them. You must keep quiet for seven long years – you cannot speak or laugh, and if you say even one word it will not work and your brothers will die as soon as you speak.” Then the girl said in her heart, “I know for sure that I will free my brothers.” She went and found a tall tree and climbed into the branches. She spent all her time sewing, without ever speaking or laughing.

A while later, a king was hunting in the forest. He had a large dog. The dog ran to the girl’s tree and ran around barking loudly. So the king went to see what he was barking at and he saw the beautiful girl with the star on her forehead. He was so enchanted with her beauty that he asked her to marry him. She did not answer him, but only nodded her head a little bit. So the king climbed the tree, brought her down, put her on his horse and carried her to his home. Then the wedding was celebrated with a big party – but the bride did not speak or laugh.

After the king and the girl had lived together happily for two years, the king’s mother, who was a wicked woman, began to say bad things about the young queen to her son. She said, “Your wife is just a poor girl that you have brought home with you. Who knows what bad things she did at home? Even if she can’t speak, she could still laugh sometimes. People who do not laugh are trying to hide something.” The king did not want to believe this, but the old woman kept telling him these bad things, and the king eventually believed her. He agreed with his mother that his wife is evil and must die.

A big fire was lit outside the palace where they were going to kill the girl. The king stood and watched from a high window. He had tears in his eyes because he loved her so much. As soon as the fire started to lick at her clothes with its red tongues, the seven years were up and the spell was over. There was a loud whirring sound in the air and twelve black birds came flying by. They landed on the ground and became her twelve brothers once again. She had freed them. They put out the fire around her, set their sister free and kissed and hugged her.

And she was finally able to open her mouth and speak and tell the king why she had been quiet and could not laugh. And the king was very happy when he heard that she had not done any evil things. And so the girl and the king lived happily ever after.

Appendix S –Questions from *The Twelve Brothers*

Questions during the reading/ 'Horizon of expectations' questions:

- Predictive questions would be useful to establish the child's 'horizons of expectation'.

These questions could be used near the end, to ask the child what he/she thinks is going to happen just before the princess is about to be killed. By looking at how the children respond, it will be possible to get an indication of what they expect from endings in these tales ('**Horizon of expectations**').

Questions after the reading:

Understanding:

- How many brothers are there?
- Why do they have to leave the palace?
- Who moves in with them in their cottage?
- Why do the twelve brothers change into black birds?
- How is the princess saved?

Affective:

- How do you think the twelve brothers felt when they were alone in the forest?
- How do you think the girl felt when she left to find her brothers?
- Whose fault do you think it is that the boys turned into birds?
- Let's play the quiet game. See if you can keep quiet and not smile for a whole minute. How did that feel? The princess did it for seven years – what type of person do you think she is?

Filling in the gaps:

- How do you think the parents felt when their daughter left them?
- How do you think the boys managed to survive on their own in the forest?
- What do they eat? Who does their washing?
- Why do you think the boys became birds?
- What do you think happens to the evil queen at the end when the princess is saved?

Resistant Reading:

- Draw a picture of how you imagine the girl/ sister. Think about what types of clothes she wears, about the star on her forehead, her face, her hair and anything else you can think of.

Appendix T – Questions to Ask Parents in Phone Interview

- Does your child hear stories anywhere other than at school?

- Does he/she enjoy listening to or being read stories?

- Do you or another family member read to your child? (This was sometimes placed later, depending on the parent or guardian's attitude. If it was felt that the parent was insecure about the interview, this question was asked later or integrated into other questions about their reading habits.)

- Is your child ever told made-up stories, either by you or by another relative?

- Does he/she ask to be read stories?

- Does your child ask you to make-up stories?

- When did you begin reading/ telling stories to your child?

- What types of story have been his/her favourites?

- Was your child read to when he/she was younger? If yes, what books/stories did you read to him/her?

- What books/stories does he/she enjoy now?

- Has he/she ever been told fairy tales or African folk tales?

- How often is he/she read to or told stories?

- Can the child read? If yes, what does he/she read by themselves?
- What TV does your child watch?
- Has he/she always watched TV?
- Does he/she watch a lot of cartoons?
- Does he/she ever discuss the TV that he/she watches?

Appendix U – Consent Forms

LETTER OF CONSENT TO PARENTS

Dear Parent/ Guardian

My name is Stacey Wolpert and I am an English Masters student at Wits University. I am researching how different children respond to fairy tales. In order for me to do this research, I would like to interview your child to get his/her opinions on six stories that I will read to him/her (Grimm Brothers' tales and African Zulu folk tales).

There will be a total of ten children that I will be interviewing individually. I will need to meet with your Grade one child for about half an hour once a week, for six weeks in a row. This meeting will take place while your child is at aftercare at school and will not require any additional inconvenience. I will be reading your child one story each week, and then asking him/her questions about the story. He/she will be asked to answer questions and complete certain tasks, such as drawing pictures from the stories or doing other fun activities related to the stories. These interviews will be taped on a tape recorder, but only to keep as a record for my final study. There will be no testing or assessment of your child involved.

I would also need to speak to you, the guardian, for a short conversation, either in person or on the telephone. This will help me to find out whether your child has been read stories in the past, if he/she has been told stories and if he/she watches television. This interview will not take long, but will help me understand your child's story-reading history. It does not matter if your child has not been read to before, I just need to know this information as part of the background to the study.

If at any point in the study your child no longer wants to take part, he/she will be free to leave the study. All information is completely confidential and children and guardians

will not be referred to by name in the study. All results of the study will be available to you on request. I need your consent for this study, as Wits does not allow any student to conduct research with children without their guardian's consent.

This experience should be fun and enjoyable for your child. He/she will hear some new and exciting stories and will hopefully have fun discussing them. This research should help us select the best stories for children to read in the future.

Please complete the attached form and return it to the aftercare teacher as soon as possible. This form says that you are giving permission for your child to participate in the study. Please remember that your child does not have to take part. If you have any questions, please call me. Dates on which your child will be interviewed will be given to you in the next few weeks.

I really appreciate your cooperation and look forward to meeting your child.

Yours Sincerely

Stacey Wolpert (Cell number)

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I _____(parent/guardian) hereby give permission for my child, _____(name of child), to take part in this six-week study. I understand what it involves and I realise that if at any point my child wants to leave the study, he/she will be allowed to. My contact details are: (Cell)_____, (Home No.) _____. I would prefer to be contacted at (time)_____. .

_____(Signature) _____(Date)

RECORDING CONSENT FORM:

Dear Parent/Guardian

As mentioned in the other information sheet and guardian consent form, I will be taping the six interviews with your child on a tape recorder. Wits requires additional permission from you to show that you are aware that your child will be recorded. The only reason that the study will be recorded is for research purposes, so that I can keep track of the children's responses to the questions. These tape recordings will NOT be used in any other way, except to enable the interviews to be typed out and attached to the research as a record of the different answers. The tapes will then be destroyed after they have been typed out. Your children will be anonymous in the research – no names will be mentioned at all, and their voices will not be heard (as the interviews will be typed out). Once again, if you do not feel comfortable with this, you are not at all forced to let your child take part in the study.

Please do not hesitate to call if you have any questions.

Thank you again.

Yours Sincerely
Stacey Wolpert (Cell number)

I _____ (parent/guardian) of
_____ (child's name) understand that the six interviews that he/she will take part in will be tape recorded. I am also aware that these recordings will only be used for research purposes and that my child will be anonymous in the final research. I also realise that his/her participation is voluntary and that the tapes will then be destroyed after the interviews have been typed out.

_____ (Signature) _____ (Date)