

Just So Stories

by Rudyard Kipling

Classroom Favorites



Teacher's Guide by Mary Ellen Snodgrass

A Perma-Bound Production

SYNOPSIS

The narrator entertains a child, whom he calls "My Best Beloved," with a series of twelve fanciful tales. In "How the Whale Got His Throat," the Whale, at the suggestion of the clever 'Stute Fish, swallows the shipwrecked Mariner, who is floating on a raft east of Newfoundland and south of Greenland. The Mariner uses his suspenders, raft, and jack-knife to carve and fit a grating in the Whale's throat and stop the Whale from swallowing anything but very small fish. By dancing and upsetting the Whale's insides, he forces the Whale to set him free in Ireland, his native land.

In "How the Camel Got His Hump," at the beginning of time, all the animals work for Man. The Camel, however, when asked to do his part, only replies, "Humph!" The Djinn of All Deserts listens to the complaints of the disgruntled Horse, Dog, and Ox, and promises to make the Camel do his part. When a hump appears on the Camel's back, he "Humphs" himself and tries to catch up the three days the other animals have worked.

In "How the Rhinoceros Got His Skin," on an island in the Red Sea a Rhinoceros robs a parsee of his cake and upsets his stove. During a heat wave, the Parsee gets his revenge by putting cake crumbs in the Rhinoceros's skin, which the oversized animal leaves on the beach while he bathes in sea water. The Rhinoceros returns and puts on his skin. His rubbing and itching stretches the skin and creates in the Rhinoceros a permanent bad temper.

The story of "How the Leopard Got His Spots" begins in the African grassland, where the Leopard and an Ethiopian hunt other animals. The victims gradually migrate to a shadier place and are spotted and striped by their new environment. The wise Baboon advises the Ethiopian to follow the game and to "change as soon as you can."

Taking his advice, the Ethiopian and the Leopard follow the animals which they hear and smell, but cannot see. The Ethiopian changes his skin to a dark brown/purple/slate color and dots the Leopard with five small black marks made with the tips of his fingers. With their new camouflage, they return to their hunting and live happily ever after, content with their coloring.

"The Elephant's Child" is often spanked by his relatives and other jungle animals for asking questions about the Crocodile's dinner. Despite constant punishment, the little elephant sets out for the Limpopo River and continues to ask his question. When he asks the Crocodile, he finds his nose trapped in strong jaws and stretched out

of shape. He waits for his nose to shrink, but the Python advises him to learn to make use of his new trunk for plucking, spraying, and swatting. The Elephant's Child returns home and, using his long nose, punishes all the animals that had spanked him.

The Kangaroo in "The Sing-Song of Old Man Kangaroo" begs the Big God Nqong to make him different from the other animals and more popular by five o'clock in the afternoon. Nqong summons Yellow-Dog Dingo to chase the Kangaroo. They run until five o'clock, by which time the Kangaroo develops short front legs and strong rear legs from hopping out of the way of the Dingo. Out of sorts with his treatment, the Kangaroo stops complaining in fear that Dingo will start chasing him again.

When the Jaguar gets information from his mother about how to eat the Hedgehog and the Tortoise, he pursues the little animals. To escape being eaten, they confuse him with contrary information about their respective hard shell and prickly spines. After they curl themselves up and swim for exercise, they both change in form until they look like pine cones. Mother Jaguar renames the new creatures, bringing about "The Beginning of the Armadillos."

"How the First Letter Was Written" and "How the Alphabet Was Made" together tell the story of Taffimai, a Neolithic child who tries to help her father send a message home. By the time Taffy has created a symbolic message for a stranger to carry to Taffy's mother, Taffy has begun an alphabet. In the second story, Taffy develops a complete alphabet by imitating natural shapes, pictures, and sounds, such as the hiss of the snake, the drying-pole, the curve of the river, and the shark's tooth.

The Eldest Magician responds to complaints by Man that the tide runs down the river twice a day and upsets his peaceful life. When the Eldest Magician investigates, he learns from the daughter of the man in the moon that King Crab causes the difficulty when he hunts for food. To punish "The Crab That Plays with the Sea," the Magician causes the Crab's shell to soften one month out of twelve, but he protects the Crab by allowing him to hide in holes and under rocks and weeds in the sea or on land.

The cave family--consisting of a Man, a Woman, and a Baby--subdues the dog, the horse, and the cow, but the Woman is unable to domesticate "The Cat That Walked by Himself." The Cat ingratiates himself by tickling and entertaining the baby and chasing mice in exchange for free access to the cave and plenty of milk to drink. The

family accepts the free-spirited ways of the Cat in exchange for his help.

The concluding story, "The Butterfly That Stamped," illustrates Solomon's difficulty in handling his harem of wives and wisdom of his most beautiful wife, Balkis. Declining to use his magic ring, Solomon ponders the quarreling wives who make his life miserable. Balkis, who loves Solomon and worries about his depression, hides in the garden and observes him.

A butterfly asks Solomon's help in impressing the butterfly's wife. When the butterfly stamps his foot, Solomon twists his ring and causes his palace to disappear. At a second twist, the palace reappears. To subdue his wife, the butterfly uses the event as proof of his strength; Balkis, quick to make further use of Solomon's magic, explains to the quarreling harem that Solomon has the power to do terrible things to punish them if they don't make peace. The wives tiptoe back to the palace. Solomon is duly impressed with his beautiful, wise wife and enjoys peace once more.

BIOGRAPHICAL SKETCH

The product of two diverse cultures on opposite sides of the globe, Joseph Rudyard Kipling, son of a professor of architectural sculpture and a clergyman's daughter, was born in Bombay, India (1865); was educated in Portsmouth and Devonshire, England; and, choosing not to enter a university, returned to Lahore, India, to work as a journalist for the *Civil and Military Gazette* (1882) and editor of the *Pioneer* (1887). He quickly gained recognition for his deep insight into the Anglo-Indian lifestyle, appreciation for the common soldier, and witty stories and verse.

In 1886 he published *Departmental Ditties and Other Verses*, which were followed by seven volumes two years later: *Plain Tales from the Hills*, *Soldiers Three*, *The Story of the Gadsbys*, *In Black and White*, *Under the Deodars*, *The Phantom Rickshaw*, and *Wee Willie Winkie*. His success, though considerable in India, did not extend to England and America until after his marriage to Caroline Starr Balestier and subsequent move to New England. During the two years he lived in Brattleboro, Vermont, he wrote *The Seven Seas* (1896), *The Jungle Book* (1894), and *The Second Jungle Book* (1895), the first a book of verse and the last two for the entertainment of his daughter, Josephine.

During the 1890's his popularity rose to the point that people coveted his autographs and collected outside his hotel when he lay ill with pneumonia in New York. He earned a considerable income from his works. Two stories from this period helped establish his fame as a writer of short fiction: "The Man Who Would Be King" (1888) and "Without Benefit of Clergy" (1891). "Recessional," (1897) one of his best-loved lyric poems, is still anthologized as a stirring example of anti-war feeling.

After the death of six-year-old Josephine, Kipling, his wife, and two children, John and Elsie, settled in a secluded section of Sussex, England, where he lived the remaining years of his life. After the publication of *Kim* (1901), *Just So Stories for Little Children* (1902), and *Puck of Pook's Hill* (1906), he received the Nobel Prize (1907). The inscription accompanying the award reads, "In consideration of the power of observation, originality of imagination, and also the manly strength in the art of perception and delineation that characterize the writings of this world-renowned author."

His post-World War I writings are marked by depression and bitterness following the death of his eighteen-year-old son on the battlefield. The loss intensified his need for privacy. His autobiography, *Something of Myself*, was published in 1937, the year following his death. Kipling was buried in Westminster Abbey, where he was mourned and eulogized by dignitaries and faithful readers from many countries.

CRITIC'S CORNER

Kipling's vast outpouring of articles, stories, sketches, and verse falls into many categories, but he is perhaps best loved for his children's stories, particularly those that detail the lives of English children growing up in British India. His mastery of narrative, symbol, unity, and gentle humor earn him a place among the great story-tellers of all time. *The Jungle Book*, the most popular of his children's books, earned fame as an animated feature film, produced by Disney Studios.

GENERAL OBJECTIVES

1. To appreciate individual differences in animals and humans.
2. To understand the necessity for caution and common sense.
3. To be aware of the geography of different areas of the globe.
4. To describe the principle of adaptation to the environment.
5. To locate examples of good manners and proper conduct.
6. To contrast the behavior of animals and humans.
7. To analyze the inventiveness of primitive human beings.
8. To note the positive and negative results of power over others.
9. To define and characterize wisdom.

SPECIFIC OBJECTIVES

1. To consider the circumstances under which the alphabet was invented.
2. To analyze situations in which parents must punish children.
3. To contrast the artistic representations of each story to the text.
4. To describe the environment of each animal.
5. To analyze Solomon's relationship with his wives.
6. To explain how Taffy manipulates her father.
7. To detail how the shipwrecked Mariner escapes the whale.
8. To explain the connection between the tides and the moon.

MEANING STUDY

Below are words, phrases, sentences, or thought units that have particular meaning in the story. Explain the meaning each has in this book. Page numbers are given so that you can note the context from which the item is taken.

1. The Most Wise Sovereign Suleimanbin-Daoud--Solomon the Son of David, (p. 143)
(Kipling gives Solomon's patronym in both English and Arabic. the "-bin, which is "ben" in Hebrew, means "son of." Solomon (986-933 B.C.), second son of David and Bathsheba, inherited his father's throne at the age of 12, although older male offspring jockeyed for first place, causing upheaval in the

kingdom during David's last years.

Lacking his father's daring and military expertise, Solomon is known for wisdom and opulence, particularly in regard to the Temple he built in Jerusalem. He wrote parts of the Book of Proverbs as well as Ecclesiastes, the Wisdom of Solomon (an apocryphal book), and the Song of Solomon. His greatest weakness, his vast harem of noble foreign wives, led to discontent among his subjects when Solomon allowed their continued worship of Pagan gods. His weak son Jeroboam was unable to hold the Kingdom together after his father's death.)

2. aboriginal Fauna, (p. 33)
(animals that are indigenous or native to an area.)
3. equinox, (p. 25)
(the time when the sun crosses the equator and makes night and day equal in length all over the earth. The vernal equinox occurs around March 21 and the autumnal equinox, about September 22.)
4. Parsee, (p. 24)
(a follower of Zoroaster, Persian religious teacher of the sixth or seventh century. These worshippers, believers in "good thoughts, good words, and good deeds" who rejected the Koran, descended from Persian refugees who fled from Moslem persecutions in the seventh and eighth centuries. Today they are among the most prosperous and best educated members of Indian and Pakistani society and can be identified by their sharp features, olive complexions, and dark hair and eyes.)
5. the Djinn, (p. 17)
(also spelled Jinn or Genii [the most common spelling in English literature], supernatural beings from Arabian folklore who are made of fire. They are lower than angels but capable of appearing in human or animal form and have either a good or bad influence in human affairs.)
6. Neolithic, (p. 80)
(the latter portion of the Stone Age when man developed stone tools, metal tools, pottery, weaving, agriculture, and animal husbandry.)
7. Cetacean, (p. 7)
(the nearly hairless, fishlike class of water mammals which include porpoises, dolphins, and whales.)
8. an Hi-ber-ni-an, (p. 11)
(a poetic name for a native of Ireland.)
9. Albion, (p. 10)
(earliest Celtic name for England which was mentioned by Aristotle and refers to the white [alb] chalky cliffs of Dover.)
10. O my Best Beloved, (p. 7)
(as he narrates his animal fables to an unnamed child, Kipling indicates his regard for a single person who inspired the writing of the tales. He wrote the Just So Stories for his firstborn, Josephine, who died in Brattleboro, Vermont, at the age of six.)

COMPREHENSION STUDY

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages from the

book.

Questions 1-5 Literal Level

1. How does the Elephant's Child learn to use his trunk?
(After waiting three days for his nose to shrink, the Elephant's Child slaps a fly with his trunk. The Bi-Coloured-Python-Rock-Snake encourages him to think positively and to eat something. Using his trunk, the baby elephant "plucked a large bundle of grass, dusted it clean against his fore-legs, and stuffed it into his mouth.")
Again the Python urges the sulky child to appreciate his new nose and suggests he protect himself from the sun. The baby elephant "schlooped up a schloop of mud...and slapped it on his head," again using his trunk. The Python emphasizes his point a third time by suggesting that the baby elephant use his new trunk to spank somebody. From that moment on, the Elephant's Child, who is tired of being punished for his incessant questions, is certain that he wouldn't have a nose of any other length.)
2. How does Tegumai adapt Taffy's first letter into an A?
(Taffy tries to draw a carp making an "ah-noise" by emphasizing the fish's open mouth. Tegumai admires his daughter's work, but he inserts the carp's feeler across his mouth to set him apart from all the other fish. When Taffy copies the letter in abbreviated form, the open mouth crossed by the feeler resembles the letter A.)
3. How does the Animal from the bottom of the sea shame Suleiman?
(When Suleiman-bin-Daoud twists his magic ring and uses its power to feed all the animals in the world in one day, he is mortified by the appearance of a gigantic Animal from the bottom of the sea. The Animal, the smallest of thirty thousand brothers, gobbles up the food in three bites and eagerly awaits more.
Suleiman "fell flat on his face," groaning over his shame: "I gave that dinner to show what a great and rich king I was, and not because I really wanted to be kind to the animals. Now I am ashamed, and it serves me right." Suleiman is more cautious about the use of his powers after this humbling experience.)
4. How does the Ethiopian assist the Leopard in his hunt for food?
(The Ethiopian, painted a brown/purple/slate color to hide his whiteness, dips his five fingertips into the wet paint and shares it with the Leopard, which he spots with distinctive little marks. Praising the Leopard for his beauty, the Ethiopian encourages him to "lie out on the bare ground and look like a heap of pebbles." With his new camouflage, the Leopard, as featured in Kipling's drawing, blends in with a "spickly-speckly bank of stones because it matches his spots.")
5. How does the Rhinoceros bring about changes in the appearance of his own skin?
(The Rhinoceros deliberately attacks the Parsee's stove, eats his cake, and arouses anger in a harmless, peace-loving human. The Parsee's revenge--cake crumbs in the Rhinoceros's skin--causes the great animal to roll and rub himself on the ground and against a palm tree, thereby stretching "his skin into a great fold over his shoulders, and another fold

underneath...[and] some more folds over his legs.”)

Questions 6-8 Interpretive Level

6. Why does Kipling name the Whale's companion the 'Stute Fish?

(After Smiler the Whale eats “the starfish and the garfish, and the crab and the dab, and the plaice and the dace, and the skate and his mate, and the mackereel and the pickereel, and the really truly twirly-whirly eel, the 'Stute fish is the “only one small fish left in all the sea.” The little fish uses his wits to interest the Whale in another dinner in order to protect himself from the Whale's jaws.

Although the 'Stute Fish warns the Whale that the shipwrecked Mariner is a “man of infinite-resource-and-sagacity,” the Whale is drawn to the “nubby” dinner, which soon leads to internal distress. The Whale is happy to set the Mariner out on the shores of England to relieve his hiccups. However, the Mariner's ingenious placement of a grate in the Whale's throat saves all but the smallest fish from being eaten by the Whale.)

7. How does the Cat ingratiate himself with the Neolithic family in the cave?

(The Cat, who carefully observes the domestication of the dog, horse, and cow, keeps himself aloof, but pretends to feel slighted by the Woman. When she promises to give him milk three times a day if she praises him three times, the Cat sets out to win her over by performing useful acts, including tickling the Baby, entertaining him, purring, and catching a mouse.

The Woman agrees that the Cat has earned his three words of praise. Yet, he fails to convince the Man and the Dog of his sincerity. Consequently, only the Woman respects the Cat, who remains aloof, “Waving his wild tail and walking by his wild lone.”)

8. How does Taffy's name reveal her strength of character?
(Taffimai, whose name means “O Small-person-without-any-manners-who-ought-to-be-spanked,” invents a method of sending coded messages because she is persistent, creative, and prone to question the traditional tribal ways of doing things.

When she faces the anger of the Head Chief, Taffy answers with no hesitation, explaining the function and purpose of the letter and ending with an accusing question and a command: “Why have you filled [the Stranger-man's] hair with Mud? Wash him!” The Chief and his Tribe, instead of expressing shock or outrage at her outspoken manner, laugh at Taffy and congratulate her for inventing written language.)

Question 9 and 10 Critical Level

9. How does Kipling pay tribute to Josephine on page 56?
(The poem about a “person small” praises the child's curiosity, a quality which Kipling supports in all his stories as a means to human understanding and growth. The child, “From the second she opens her eyes,” asks “One million Hows, two million Wheres/And seven million Whys.” Kipling seems pleased that his small daughter, who was the inspiration for the Just So Stories, has followed her father's journalistic quest for knowledge.)
10. What do the drawings and intercalary comments add to the twelve stories?

(Kipling's drawings and commentary add more information about each story, such as the real names of the Whale, the Jaguar's mother, the Kangaroo, the Parsee, the Rhinoceros, the Mariner, the 'Stute fish, and the Ethiopian [Smiler, Doffles, Boomer, Pestonjee Bomonjee, Strorks, Mr. Henry Albert Bivvens, A. B., Pingle, and Sambo].

Kipling also adds interesting and instructive details, such as the currants in the Parsee's cake; the Mariner's jaws-of-a-gaff, which he uses as an oar; the fact that the “Baby used to crawl down to the river and fall in, and the Dog had to pull him out,” and a description of an outrigger, which is a canoe with an anti-tipping device on the side.

Perhaps the most important aspect of the commentary is the historical and geographic perspective which Kipling adds to his fanciful stories. In “How the Leopard Got His Spots,” Kipling illustrates Coptic, Hieroglyphic, Cuneiformic, Bengalic, Burmic, Hebric [sic] writing.

Kipling challenges his readers to think and learn for themselves, as demonstrated by the puzzle on p. 40 and the “Runic magic” drawn on the ivory tusk on p. 90. The joy Kipling takes in teasing the minds of children reveals an important facet of his philosophy--Kipling obviously deplored the style of teaching used in the Victorian era and preferred instead a discovery method similar to those espoused by Dewey and Montessori.)

Question 11 Creative Level

11. Using the runes and hieroglyphs in the picture on p. 91, translate the author's comments on the story. Draw runic letters and hieroglyphs of your own to explain why the cave family moves out of their original cave to a new one or how Stranger-man is accepted into Taffy's tribe.

STUDENT INVOLVEMENT ACTIVITIES

1. Prepare an oral report about the life of Rudyard Kipling. Explain how he wrote the *Just So Stories* for his daughter, who is named “Best Beloved” in the narrative.
2. Place a pin on a world map to represent each location mentioned in the stories. Circle the cities where Kipling lived.
3. Write a story about how early human beings drew pictures of animals on cave walls. Establish a plausible reason for the pictures. Include Taffy, her mother and father, and the Stranger-man in the story.
4. Act out the story of the the Elephant's Child. Use cloth, cardboard, and paper to make masks and costumes for the different animals. Include a change of noses for the Elephant's Child.
5. Organize a game of animal charades. Extend the game to insects, fish, and birds as well as large animals.
6. Work with a group and compose a song about the cat and how he came to live with a human family. Have each member of your group write a different verse. Work together to produce a refrain which praises the cat for his assistance to human beings.
7. Make a wall poster of different alphabets from around the world, such as Greek, Hebrew, Phoenician, and Arabic. Include both capital and lower case letters.

8. Write a timeline of the family of David. Carry the lineage from Jesse through David, Solomon, David's other children, and Solomon's children. Note their accomplishments and the names of their wives. Read Matthew I for an explanation of David's importance to the New Testament.
9. Draw a mural which illustrates the formation of each letter of the alphabet on pages 108-109. Use bright colors which connect the letters with the part of nature that each represents.
10. Compare Kipling's story of "The Beginning of the Armadillos" to the Uncle Remus story of Br'er Rabbit and the Tar Baby and Aesop's story of the tortoise and the hare. Explain the similarities between the styles of the three authors.

BIBLIOGRAPHY

- Amis, K. *Rudyard Kipling and His World*. New York, 1976.
- Brown, Hilton. *Rudyard Kipling*. New York, 1945.
- Carrington, Charles E. *The Life of Rudyard Kipling*. Garden City, New York, 1955.
- Croft-Cooke, Rupert. *Rudyard Kipling*. London, 1948.
- Eliot, T. S. "Rudyard Kipling" in *A Choice of Kipling's Verse Made By T. S. Eliot*. London, 1941.
- Fido, Martin. *Rudyard Kipling*. New York, 1975.
- Kipling, Rudyard. *Complete Works*. London, 1937.
- Manley, Seon. *Rudyard Kipling. Creative Adventurer*. New York, 1965.
- Shanks, Edward B. *Rudyard Kipling*. New York, 1965.
- Stewart, James M. *Rudyard Kipling: A Bibliographical Catalogue*. Toronto, 1959.
- Sutcliff, Rosemary. *Rudyard Kipling*. New York, 1961.
- Wilson, Angus. *The Strange Ride of Rudyard Kipling*. New York, 1977.
- Wilson, Edmund, "The Kipling That Nobody Read" in *The Wound and the Bow*. New York, 1945.
- Young, W. A. *A Dictionary of the Characters and Scenes in the Stories and Poems of Rudyard Kipling*. London, 1921.

JUST SO STORIES

VOCABULARY TEST

Match the underlined words in the following sentences with synonyms from the list below. Place the letter of your response in the blank provided at left.

- _____ 1. ...he had not finished the sentence before Slow-and-Solid quietly dived into the turbid Amazon...
- _____ 2. In the days when everybody started fair, Best Beloved, the Leopard lived in a place called the High Veldt.
- _____ 3. It was indeed a Superior Comestible ...
- _____ 4. That made the Three very angry (with the world so new-and-all), and they held a palaver ...
- _____ 5. To barter beads for Whitby jet,
And tin for gay shell torques and such.
- _____ 6. Yes, my importunate son,
You'd be a Marvellous Kid!
- _____ 7. You can look over my shoulder, but you mustn't joggle.
- _____ 8. ... You will find... one ship-wrecked Mariner, who, it is only fair to tell you, is a man of infinite-resource-and-sagacity.
- _____ 9. And he stepped out on the shingle, and went home to his mother ...
- _____ 10. Giraffe is about seventeen feet high, of a 'sclusively fulvous golden-yellow from head to heel...
- _____ 11. ... it is my opinion that your acquaintance in the large-pattern leather ulster (and by this he meant the Crocodile) will jerk you
- _____ 12. into yonder limpid stream before you can say Jack Robinson.
- _____ 13. ... yonder self-propelling man-of-war with armour-plated upper deck' (and by this, O Best Beloved, he meant the Crocodile), will permanently vitiate your future career.'
- _____ 14. ... 'Rash and inexperienced traveller, we will now seriously devote ourselves to a little high tension...'
- _____ 15. The rest of the time he picked up the melon rinds that he had dropped on his way to the Limpopo--for he was a Tidy Pachyderm.

A. beach

B. blond

C. clear

D. coat

E. conference

F. elephant

G. food

H. grassland

I. hasty

J. muddy

K. necklaces

L. persistent

M. shake

N. spoil

O. wisdom

COMPREHENSION TEST A

Part I: Matching (40 points)

Match each of the descriptions with a character. Place the letter of your response in the blank at left.

- ___ 1. demands to be taken to England
- ___ 2. says "Humph!" to the other animals
- ___ 3. rubs cake crumbs in the Rhinoceros's skin
- ___ 4. upsets the Parsee's stove
- ___ 5. presses his fingers together and puts spots on the Leopard
- ___ 6. preys on the Giraffe, Zebra, Eland, Koodoo, and Hartebeest
- ___ 7. filled with "satiabile curiosity"
- ___ 8. pulls the Elephant's Child's nose out of shape
- ___ 9. the great god who orders Dingo to make Kangaroo popular
- ___ 10. feels his back legs growing longer and stronger
- ___ 11. a black and dusty dog
- ___ 12. a friend of the Hedgehog who eats "green lettuces"
- ___ 13. eats deer, monkeys, frogs, and beetles
- ___ 14. Sticky-Prickly
- ___ 15. follows Tegumai everywhere
- ___ 16. sees Taffy and is reminded of his own daughter
- ___ 17. "taller than the smoke of three volcanoes"
- ___ 18. creates the Indian Desert and the Desert of Sahara
- ___ 19. entertains the Baby by playing with a spindle-whorl
- ___ 20. helps Sueleiman-bin-Daoud teach his wives a lesson

- A. Balkis
- B. Camel
- C. Cat
- D. Crab
- E. Crocodile

- F. Dingo
- G. Eldest Magician
- H. Elephant's Child
- I. Ethiopian
- J. Hedgehog

- K. Jaguar
- L. Kangaroo
- M. Leopard
- N. Nqong
- O. Parsee

- P. Rhinoceros
- Q. Shipwrecked Mariner
- R. Stranger-man
- S. Taffy
- T. Tortoise

COMPREHENSION TEST B

Part I: Multiple Choice (30 points)

Choose the answer which completes each of the following statements. Place the letter of your response in the blank provided at left.

- _____ 1. The narrator makes frequent references to
- A. all the children who read his books.
 - B. "Best Beloved."
 - C. his wife and daughter.
 - D. children who live in India.
- _____ 2. The Elephant's Child is often struck because of his
- A. persistent question.
 - B. bad manners.
 - C. poor eating habits.
 - D. long nose.
- _____ 3. The Ethiopian helps the Leopard
- A. stretch his skin.
 - B. find the Crocodile.
 - C. camouflage himself.
 - D. develop strong back legs.
- _____ 4. The back-plates on Slow-and-Solid eventually
- A. grow into scales.
 - B. protect him from the heat.
 - C. overlap.
 - D. drop off in the water.
- _____ 5. During the twelfth month of the year,
- A. the moon causes neap tides.
 - B. Crab's shell grows soft.
 - C. Dingo chases Kangaroo across Australia.
 - D. Taffy teaches her letters to the tribe.
- _____ 6. Although the Leopard hears and smells Zebra
- A. the Ethiopian assures him that Zebra is gone.
 - B. he finds only Giraffe.
 - C. he feels groups of five spots like pebbles in the shade.
 - D. he sees nothing.
- _____ 7. To show his regard for Taffy,
- A. Stranger-man gives her a flat piece of bark.
 - B. Head Chief allows her to fish for carp.
 - C. Tegumai sends her to the village with an important message.
 - D. her father gives her a necklace made of shells and feathers.

- _____ 8. Inside the Whale, the Mariner
- A. has nothing to keep him busy.
 - B. writes letters home.
 - C. begs the small 'Stute Fish for a jack-knife.
 - D. dances hornpipes.
- _____ 9. The Wisest Animal in all South Africa is
- A. the Jaguar.
 - B. the dog-headed Baboon.
 - C. a pachyderm.
 - D. a man.
- _____10. What, Why, When, How, Where, and Who
- A. are "six honest serving-men."
 - B. are Djinn who travel east and west for the Ethiopian.
 - C. help Nqong make Kangaroo popular.
 - D. are Taffy's questions to Stranger-man.
- _____11. The Eldest Magician promises to save King Crab by
- A. making his shell soft.
 - B. causing the sea to overflow into the river.
 - C. making every stone, hole, and weed a safe place for him.
 - D. giving him a pair of scissors.
- _____12. Balkis explains that she knows
- A. the location of the magic ring.
 - B. why all butterflies stamp their feet.
 - C. how to make the wives reappear.
 - D. what women-folk are.
- _____13. Taffy uses the shark-teeth saw as a model for the letter
- A. R.
 - B. W.
 - C. M.
 - D. V.
- _____14. The first letter Taffy makes represents
- A. the curve of the river.
 - B. a carp's mouth.
 - C. the sound made by the snake.
 - D. a broken spear.
- _____15. The Jaguar confuses the instructions he receives from
- A. Nqong.
 - B. King Crab.
 - C. the Ethiopian.
 - D. his mother.

Part II: Fill-in (20 points)

Supply a word or phrase to complete each of the following statements.

- _____ 1. Taffy creates the letter H from a picture of _____ .
- _____ 2. The Mariner cuts up his raft into a _____ .
- _____ 3. Tegumai breaks the _____ by jabbing it into the bottom of the river.
- _____ 4. The Parsee fills the Rhinoceros's skin with _____ crumbs.
- _____ 5. Suleiman's _____ fear that he is dead.
- _____ 6. Suleiman does not want to use his magic _____ for fear of shaming himself again.
- _____ 7. The King Crab causes changes in the _____ twice a day when he hunts for food.
- _____ 8. The _____ enjoys the song which the Cat sings.
- _____ 9. The Parsee uses his _____ to paint spots on the Leopard.
- _____ 10. Mother Jaguar names the new animal _____ .

Part III: Quotation Identification (20 points)

Name the character who says the following words.

- _____ 1. I ought to have warned you that he is a man of infinite-resource-and-sagacity.
- _____ 2. My hair doesn't stand up like I've drawn, but it's easier to draw that way.
- _____ 3. ... I am too wise for this play; but see that you make all the Animals obedient to me.
- _____ 4. ... he's altered my shape so I'll never get it back; and he's played Old Scratch with my legs.
- _____ 5. The long and the little of it is that we don't match our backgrounds.
- _____ 6. Mother, ... there are two new animals in the woods to-day...
- _____ 7. I had to pay two deer-skins--soft ones with fringes--to the Stranger-man for the things we did to him.
- _____ 8. I'll humph him if you will kindly wait a minute.
- _____ 9. What does the Crocodile have for dinner?
- _____ 10. Some people do not know what is good for them.

ANSWER KEY

VOCABULARY

- | | | |
|------|-------|-------|
| 1. J | 6. L | 11. D |
| 2. H | 7. M | 12. C |
| 3. G | 8. O | 13. N |
| 4. E | 9. A | 14. I |
| 5. K | 10. B | 15. F |

COMPREHENSION TEST A

Part I: Matching (40 points)

- | | | | |
|------|-------|-------|-------|
| 1. Q | 6. M | 11. F | 16. R |
| 2. B | 7. H | 12. T | 17. D |
| 3. O | 8. E | 13. K | 18. G |
| 4. P | 9. N | 14. J | 19. C |
| 5. I | 10. L | 15. S | 20. A |

Part II: True/False (20 points)

- | | | |
|------|-------|-------|
| 1. T | 6. F | 11. F |
| 2. T | 7. F | 12. F |
| 3. F | 8. T | 13. T |
| 4. F | 9. F | 14. F |
| 5. T | 10. T | 15. T |

COMPREHENSION TEST B

Part I: Multiple Choice (30 points)

- | | | |
|------|-------|-------|
| 1. B | 6. D | 11. C |
| 2. A | 7. A | 12. D |
| 3. C | 8. D | 13. A |
| 4. C | 9. B | 14. B |
| 5. B | 10. A | 15. D |

Part II: Fill-in (20 points)

- | | |
|-----------------|---------------|
| 1. drying poles | 6. ring |
| 2. grate | 7. tides |
| 3. spear | 8. baby |
| 4. cake | 9. fingers |
| 5. wives | 10. armadillo |

Part III: Quotation Identification (20 points)

- | | |
|----------------|---------------------|
| 1. 'Stute Fish | 6. Jaguar |
| 2. Taffy | 7. Tegumai |
| 3. Man | 8. Djinn |
| 4. Kangaroo | 9. Elephant's Child |
| 5. Ethiopian | 10. Python |



A DIVISION OF HERTZBERG NEW METHOD, INC.

PERMA-BOUND
VANDALIA ROAD
JACKSONVILLE, ILLINOIS
62650

PHONE
800/637-6581