

## Activity 1: Our Relationships with Others: About Admiration and Envy

### Quotes about envy

- "Envy is the ulcer of the soul." (Socrates)
- "Envy is a declaration of inferiority." (Napoleon Bonaparte)
- "Envy is the faithful shadow of admiration." (Jens Peter Jacobsen)
- "Envy is the incurable disease of the mediocre." (Mihai Cucereavii)
- "O envy, root of countless evils, and cankerworms of the virtues!" (Miguel de Cervantes)
- "Envy is the shadow of glory." (Francisco de Quevedo)
- "Envy is a type of sadness regarding the success of the another." (Aristotle)
- "After glory comes envy." (Sallustius)
- "Slander is the daughter of envy." (Casanova)
- "Silent envy gives rise to big enmities." (Publilius Syrus)
- "How much better a thing it is to be envied than to be pitied." (Herodotus)
- "You receive mercy as a gift, but you have to conquer envy." (Casanova)
- "The envious man grows lean at the success of his neighbor." (Horatio)
- "You realize how valuable you are by looking at the others' envy." (Tudor Muşatescu)
- "If admiration freezes some people's tongues, envy loosens at least as many more.." (Honore de Balzac)
- "Envy and pride have caused just as disastrous divisions between peasants, workers and artisans as between generals, politicians, professors and scientists." (Alexis Carrel)
- "A man that hath *no virtue* in himself ever envied virtue in others." (Francis Bacon)
- "Envy is ignorance." (Ralph Waldo Emerson)
- "Envy is an embarrassing and sinful feeling." (Thomas Mann)
- "Calumny comes from envious people." (Jonathan Swift)
- "The higher we soar, the smaller we appear to those who cannot fly." (Friedrich Nietzsche)
- "The one who envies the others, suffers by himself." (Petronius)
- "Envy feeds from the sufferings of the envious one and from the successes of the other." (Nicolae Iorga)
- "To envy is to admit your inferiority." (Pliny the Younger)
- "Sympathy one receives for nothing, *envy must be earned*." (Robert Lembke)
- "It is more difficult not to *envy a friend* who is happy than to be generous to a *friend* in misfortune." (Alberto Moravia)
- "Envy, either stated or not, is always a sign of inferiority." (Simion Mehedinți)
- "Envy and pride lowers the man. There is nothing more beautiful than admitting, appreciating and honestly using others' qualities and knowledge." (Marin Preda)
- "Repress your envy towards the exceptional man, learn to understand and appreciate him." (George Călinescu)
- "In the affairs of this world, poverty alone is without *envy*." (Boccaccio)
- "If I go down, I'll take you with me." (proverb)
- "The Number our *envious* Persons, confirmation our capability." (Oscar Wilde)
- "He who becomes *envious* of another's *wealth* suffers the pangs of death." (Mahabharata)
- "*Envy* could be seen, eating vipers' meat that fed her venom, and at the sight the goddess averted her eyes." (Ovid)
- "*Envy* is a *thousand times* worse than hunger, since it is hunger of the spirit." (Miguel de Unamuno)
- "Envy is nothing but the fear to see the beauty you couldn't achieve." (Jules Renard)
- "*True, but the man whom people do not envy is not worth their envy*." (Aeschilus)
- "As iron is eaten away by rust, so the *envious* are consumed by their own passion." (Antistene)
- "You must collect the *stones* thrown at you. They are the beginnings of a pedestal." (Hector Berlioz)
- "Talent raises the envy of little souls and admiration of great ones. (Petőfi Sándor)
- "*Envy* of other people shows how they are unhappy." (Seneca)

1. Choose a quote and write an opinion essay on it.

## **Activity no. 2: Aesop's Life Lessons**

**1. Give an example from your own life that describes the moral from a fable.**

**2. Create your own fable!**

After their journey into fables' world, the students can be asked to create their own fable to illustrate a moral chosen by them.

### **Suggestions for students**

Steps to be followed when writing a fable

#### **Step 1: Outlining the basics of their fable**

1. Choose the moral! Because the moral is the crux of a fable, it's often helpful to begin outlining your fable by determining the moral.

2. Decide the problem! The problem is what will drive the action of the fable, and it will be the primary source for the lesson to be learned.

3. Decide on the cast of characters and what traits will define them! The teacher can remind the students that the characters are animals which act like human beings. Because fables are meant to be simple and concise, students shouldn't aim for complex or multi-faceted characters. They should relate to the moral. There are a number of classic archetypal characters used in fables that are broadly recognized and associated with particular human traits. Choosing two characters with opposing traits is often useful in setting up a clear conflict for the story. Some of the most common archetypes and their characteristics include:

- The lion: strength, pride;
- The wolf: greed, rapaciousness;
- The donkey: ignorance;
- The fox: cleverness, trickiness;
- The hen: conceitedness;
- The lamb: innocence, shyness.

4. Choose the setting!

5. Decide the resolution to the problem! The resolution will support the lesson and moral to be taken from the story.

#### **Step 2: Writing out the story of the fable**

1. Set the plot in action!

2. Develop dialog to illustrate characters' traits!

3. Set out the resolution! There should be a clear and direct relationship between the characters' actions, the development of the problem, and the illustration of the moral/resolution.

4. Articulate the lesson!

5. Choose a relevant title!

#### **Etapa 3: Editing and sharing the fable**

1. Review the fable! During this stage, students can improve and check language and punctuation.

2. Share the fable!

More informations: <http://www.wikihow.com/Write-a-Fable>

### **Activity no. 3: Let's explore life with Guy de Maupassant!**

1. Write another ending for the short story.
2. Write an epilogue about Madame Loisel's life after finding the truth.
3. Write an essay on "How character affects our life".

### **Activity no. 4: Choices**

1. The princess is in a dilemma; she has to take a difficult decision. Write about a moment when you were in a similar situation and you had to take a decision.
2. The year is 1882. Frank Stockton has just finished writing "The Lady or the Tiger?". Imagine that:
  - A. You are Frank Stockton's publisher. You have just received the manuscript of "The Lady or the Tiger?". You are not satisfied with its ending because you think the public won't like it. Write a letter to Frank Stockton, suggesting him another ending.
  - B. You are Frank Stockton and you have just received a letter from your publisher who advises you to change the ending of the short story. Write a letter to your publisher, expressing your point of view. Give arguments for not having solved the princess' dilemma.
3. You are the princess' best friend. Write a letter to her giving advice on what she should do.

### **Activity no. 5: Virtues**

1. Imagining yourself to be Baron Hausberg, relate the story in the first person as a personal experience. Begin "I am Baron Hausberg....."
2. Find for each letter of your name a trait beginning with that letter.

### **Activity no. 6: Wisdom**

1. Continue the short story. Write what happens after the ending of the original story.
  - Imagine that Della tries to buy back Jim's watch.
  - How will she raise the money?
  - What will Jim's reaction be?
2. Explain the fact that each theme is to be found in the short story (love, dedication, sacrifice, wisdom, family).
3. What do you imagine Jim's shopping trip was like? Write three to five paragraphs describing Jim's actions and thoughts as he sells his watch and buys the combs for Della.
4. Re-write the story from Jim's point of view.

## Activity no. 7: Appearances

1. Re-write the story from Mr. Kelada's point of view.

2. Choose from the following quotes and write an essay.

"Judgment prevents us from seeing the good that lies beyond appearances." —Wayne Dyer

"A person has to have time and patience, and to observe people carefully in order to learn their true secrets. Eventually, people say or do something that reveals who they really are."— *Adapted from A Writer's Notebook by Somerset Maugham*

3. Mrs. Ramsay does not include a note in the envelope with the one hundred dollar bill she pushes under the door of Mr. Kelada's cabin. Compose a letter written by her predicting her words and revealing her motives for this action.