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for Young Readers
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EDUCATOR'S GUIDE

INCLUDES COMMON CORE
STATE STANDARDS CORRELATIONS

NASREDDINE

Written by **ODILE WEULERSSE**

Illustrated by **RÉBECCA DAUTREMER**

Nasreddine turned red. His heart was full of shame that these people would make fun of them.

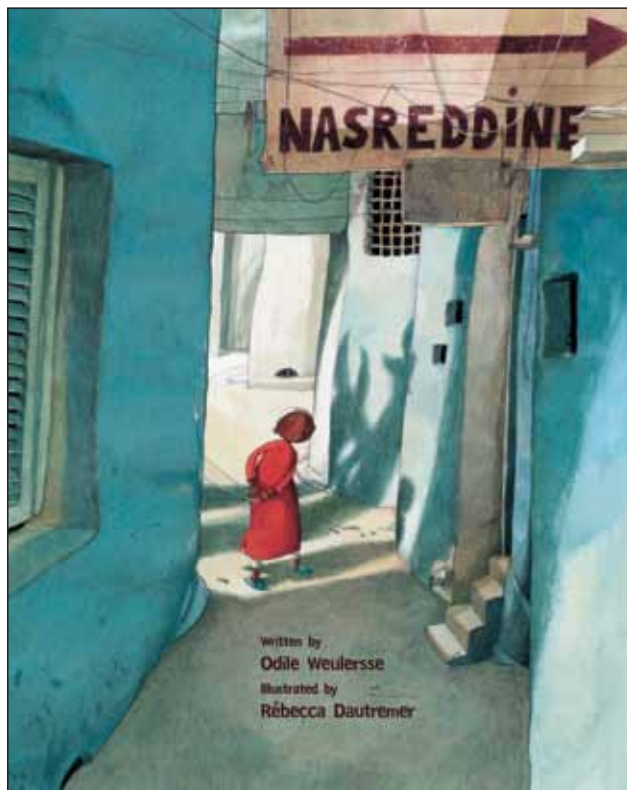
"I'm going home," he declared. "I'm tired."

"Already?" said Mustafa.

"Yes, then no one will make fun of us anymore."

His father laughed and said, "As you wish, my son."

It's market time, so Nasreddine loads up the donkey and sets off with his father. But onlookers criticize his father for making the boy walk, so Nasreddine suggests a new approach. No matter what he tries, someone always disapproves. Will he learn that it isn't always necessary to listen to the world's criticism?



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8½" x 11¼" ❖ 34 pages ❖ Ages 8–12

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TO ORDER

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If you have any suggestions for using *Nasreddine* with young readers, we would be happy to hear from you.

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ABOUT the Author

ODILE WEULERSSE is a French author who has written numerous books for children, many of which focus on retelling old legends and stories for a young audience. She lives in France and teaches film at the Sorbonne.

ABOUT the Illustrator

RÉBECCA DAUTREMER (www.rebeccadautremér.com) is a French illustrator who has brought many stories to life with her rich and whimsical art, including *The Secret Lives of Princesses* (Sterling) and *Swing Café* (The Secret Mountain).

PRAISE FOR *Nasreddine*

"Whether partnered with other folktales in a classroom or library unit or shared on its own, *Nasreddine's* adventures are likely to spark some thoughtful discussion among kids."

— *The Bulletin of the Center for Children's Books*

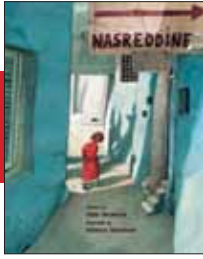
"Dautremér's evocative spreads of Middle Eastern marketplace life lend a meditative air to French author Weulersse's version of an ancient tale."

— *Publishers Weekly*

"You can't be afraid that other people will judge you or make fun of you! Delivered with warmth and humor, it is a lesson that not only children will appreciate."

— *Wall Street Journal*

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EDUCATOR'S GUIDE

THEMATIC CONNECTIONS

- ❖ Folktales
- ❖ Independent thinking
- ❖ Middle Eastern cultures
- ❖ Self-esteem

KEY IDEAS AND DETAILS

Why does Nasreddine pretend to twist his ankle? What other excuses does Nasreddine make for going back home? (RL.1)

What is the lesson Nasreddine has learned by the end of the story? Why is this an important lesson? How could you use what you have learned from this story in your own life? (RL.2)

Look up the meaning of the term *vizier*. What people in your own life might have a similar sort of authority? How would you feel if someone with this kind of importance called your parent “lazy”? (RL.3)

What does Mustafa say each time he and Nasreddine are criticized by the people they pass? How is his response different from Nasreddine’s reaction? (RL.3)

SPEAKING AND LISTENING / WRITING

Folktales usually follow a pattern in which there is a problem, a solution, and a “moral,” or lesson. Often the problem is a conflict between good and evil or wisdom and foolishness. Try writing your own folktale that teaches a valuable lesson for kids today. (W.3)

Folktales are passed down through many years by word of mouth. Tell this story out loud in your classroom by acting it out as a play. Assign roles for Nasreddine, Mustafa, and all the other people and animals who are part of the story. If you have access to equipment, you could make an audio or video recording of your play. (SL.4 / SL.5)

Nasreddine stories are told throughout the Middle East and surrounding areas, but different areas of the world have their own folktales. Break your students into groups and have each group research another folktale, using print or online sources. Have each group retell their story to the class, and give a bit of information about the culture the story comes from. (SL.4)

Have students write a paragraph about a time when they were embarrassed by something someone said about them. Have them describe how they responded to the situation. Did they try to change their behavior because they were afraid that someone would judge them or make fun of them? (W.3)

VOCABULARY USE AND ACQUISITION

Look for the following words in *Nasreddine*: vizier, shame, authority, solution, mischievous, criticize, triumphantly. Can you guess the meaning from the context? If not, use an online or print dictionary to find their meaning. (L.4)

CRAFT AND STRUCTURE

When Nasreddine suggests walking behind the donkey as it carries the watermelons, his father agrees with a “mischievous” smile. What does mischievous mean here, and why does he smile this way? Are there other clues in the text that let you know that Mustafa understands more than he lets on? (RL.4)

Folktales are stories that are passed down through a particular culture. They often use repetition, and offer a lesson at the end. Describe how Nasreddine fits these characteristics of a folktale. What actions and dialogue are repeated, and how does that help make the story more humorous? (RL.5)

Throughout the book, Mustafa goes along with all of Nasreddine’s suggestions. Why do you think Mustafa chooses to do this, instead of correcting Nasreddine at the beginning? Has a parent or teacher ever let you learn a lesson by making your own mistakes first? Did you think this was a good way to learn? (RL.6)

INTEGRATION OF KNOWLEDGE AND IDEAS

Take a look at the illustrations in this book and guess what part of the world this story takes place in. What clues did you use to make your guess? (RL.7)

Look at the different illustrations of Nasreddine on the cover and throughout the book. Describe how he looks. What can these pictures tell you about his character? (RL.7)

There are many stories about Nasreddine. Using online resources or an encyclopedia and help from your teacher or librarian, find other folktales from the Middle East about this figure. (Nasreddine may also be spelled Nasreddin, Nasrudin, or Nasr Eddin). What common themes do you notice? Are there any differences between this story and the others you found? (RL.9)