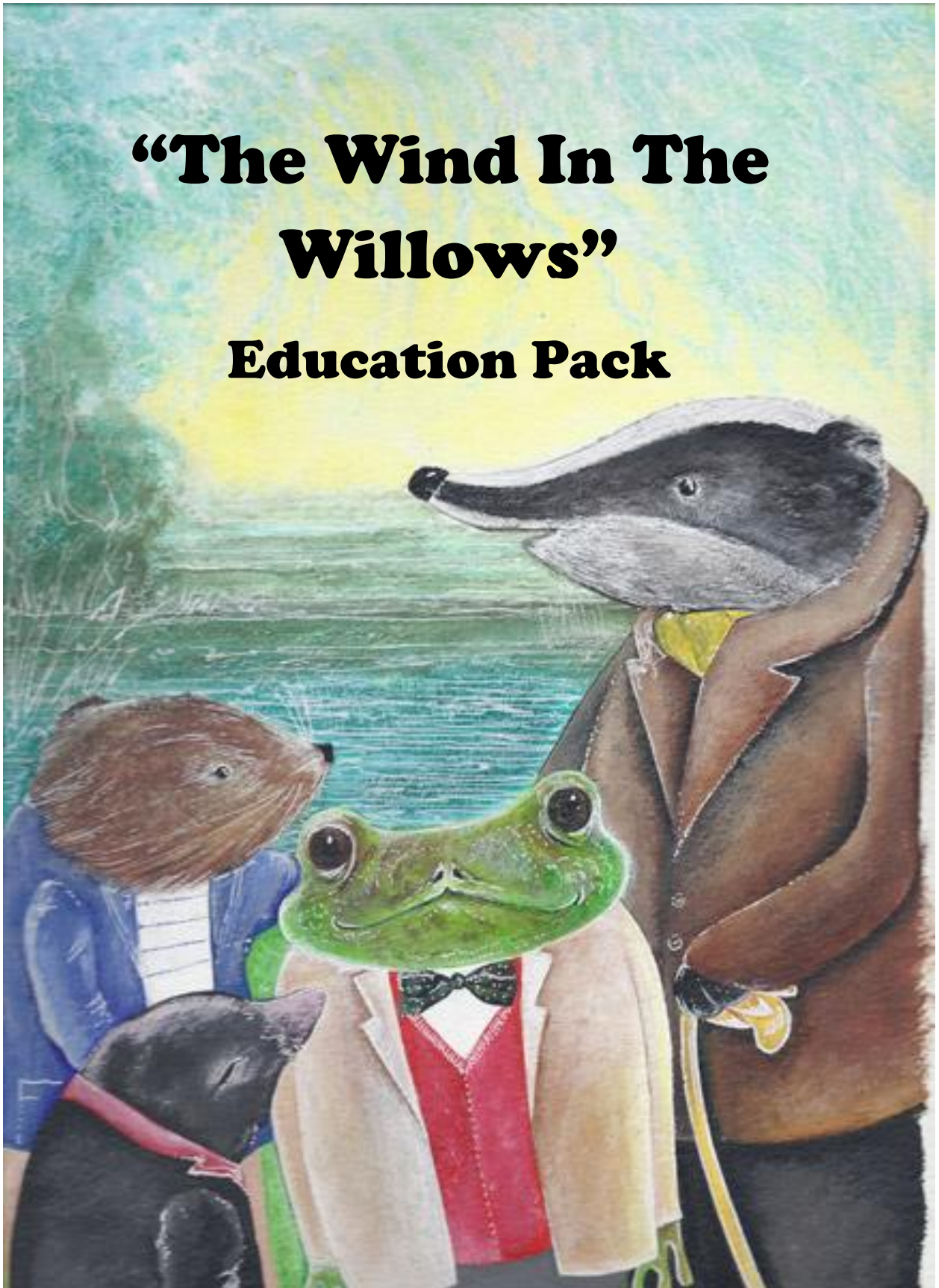


# **“The Wind In The Willows”**

## **Education Pack**



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## The Wind in the Willows

The Wind in the Willows is a classic of children's literature by Kenneth Grahame, first published in 1908. Alternately slow moving and fast paced, it focuses on four anthropomorphised animal characters in a pastoral version of England. The novel is notable for its mixture of mysticism, adventure, morality, and camaraderie.

The Wind in the Willows was in its thirty-first printing when then-famous playwright, A. A. Milne, who loved it, adapted a part of it for stage as Toad of Toad Hall in 1929.

In 1908 Grahame retired from his position as secretary of the Bank of England. He moved to the country, where he spent his time by the River Thames doing much as the animal characters in his book do; namely, as one of the most famous phrases from the book says, "simply messing about in boats".

### Synopsis:

At the start of the book, it is spring time, the weather is fine, and good-natured Mole loses patience with his spring cleaning and dares to leave his underground home, heading up to take in the air. He ends up at the river, which he has never seen before. Here he meets Ratty (a water rat), who spends all his days in and around the river. Rat takes Mole for a ride in his rowing boat. They get along well and the two of them spend many more days on the river, with Rat teaching Mole the ways of the river.

Some time later, one summer day, Rat and Mole find themselves near Toad Hall and pay a visit to Toad. Toad is rich, jovial and friendly, but conceited, and tends to become obsessed about things, only to dismiss them later. Having given up boating, Toad's current craze is his horse-drawn caravan. In fact, he is about to go on a trip, and persuades the reluctant Rat and willing Mole to join him. A few days later, a passing motor car scares their horse, causing the caravan to crash. This marks the end of Toad's craze for caravan travel, to be replaced with an obsession for motor cars.

Mole wants to meet Badger, who lives in the Wild Wood, but Rat knows that Badger does not appreciate visits, and so refuses to take him, suggesting that if Mole will wait, Badger himself will pay a visit. Nevertheless, on a winter's day, Mole goes to the Wild Wood to explore, hoping to meet Badger. He gets lost in the woods, succumbs to fright and panic and hides among the roots of a

sheltering tree. Rat goes looking for Mole, and finds him, but it starts to snow and even Rat no longer knows the way home. By chance they arrive at Badger's home. Badger welcomes Rat and Mole to his large and very cosy home, and gives them food and dry clothes. Badger learns from Rat and Mole that Toad has crashed six cars and has been hospitalised three times, and has had to spend a fortune on fines. Though nothing can be done at the moment (it being winter), they decide that once spring arrives they should do something to protect Toad from himself, since they are, after all, his friends.

With the arrival of spring, Badger visits Mole and Rat to do something about Toad's self-destructive obsession. The three of them go to visit Toad, and Badger tries talking him out of his behaviour, to no avail. They decide to put Toad under house arrest, with themselves as the guards, until Toad changes his mind. Feigning illness, Toad manages to escape and steals a car. He is caught and sent to prison on a twenty-year sentence. No longer needing to guard the now-absent Toad, Rat visits his old friend Otter and finds out that Otter's son is missing. Rat and Mole set out to find him. They receive help from the god Pan who leads them to the location of the missing child. Pan removes their memories of this meeting "lest the awful remembrance should remain and grow, and overshadow mirth and pleasure".

In prison, Toad gains the sympathy of the jailer's daughter, who helps him to escape. This involves disguising Toad as a washerwoman. Having escaped, Toad is without possessions and pursued by the police, but he shakes off his pursuers with the help of the driver of a steam train. Still disguised as a washerwoman, Toad comes across a horse-drawn boat. Toad lies about being a capable washerwoman to the owner of the boat, who offers him a lift in exchange for his laundry services. Toad, however, proves to be incapable at washing clothes, and he gets into a fight with the boat owner, steals her horse, and sells it to a gypsy. Hoping for a ride home, he flags down a passing car, which happens to be one he stole earlier. However, the owners don't recognise him in his disguise, and give him a lift. Toad asks if he can drive, and is allowed to, which of course quickly leads to an accident. He flees, and by chance arrives at Rat's house.

Toad hears from Rat that Toad Hall has been taken over by weasels, stoats and ferrets from the Wild Wood, despite attempts to protect and recover it by Mole and Badger. Although upset at the loss of his house, Toad realises what good friends he has, and how badly he has behaved. Badger, Rat, Mole and Toad enter Toad Hall via a secret entrance and drive away the intruders. Toad makes up for his earlier wrongdoings by seeking out those he wronged and compensating them. The four friends live out their lives happily ever after.

### Main characters

- ⊙ Mole – A mild mannered, home-loving animal, and the first character to be introduced. Originally overawed by the hustle and bustle of riverside life, he eventually adapts.
- ⊙ Ratty – A relaxed and friendly water vole, he loves the river and takes Mole under his wing.
- ⊙ Mr. Toad – The wealthiest character and owner of Toad Hall. Although good-natured, Toad is impulsive and conceited, eventually imprisoned for theft, dangerous driving and impertinence to the rural police. He is prone to obsessions and crazes, such as punting, houseboating, and horse-drawn caravans, each of which in turn he becomes bored with and drops. Several chapters of the book chronicle his escape from prison, disguised as a washer-woman.
- ⊙ Mr. Badger – gruff, solitary figure who "simply hates society", yet is a good friend to Mole and Ratty. He can be seen as a wise hermit, a good leader and gentleman, embodying common sense. He is also brave and helps clear the Wild Wooders from Toad Hall.
- ⊙ Otter and Portly – A friend of Ratty and his son.
- ⊙ The Gaoler's Daughter – The only major human character; helps Toad escape from prison.
- ⊙ The Chief Weasel – He and a band of weasels, stoats, and ferrets plot to take over Toad Hall.
- ⊙ Pan – A god who makes a single and anomalous appearance in Chapter 7, The Piper at the Gates of Dawn.
- ⊙ The Wayfarer – A vagabond seafaring rat, who also makes a single appearance.
- ⊙ Inhabitants of the Wild Wood – Weasels, stoats and foxes and so on, who are described by Ratty thus: "all right in a way... but... well, you can't really trust them".
- ⊙ Squirrels and rabbits, who are generally good but described as occasionally dim-witted.
- ⊙ The Willow – A tree.

## **Talking Scarlet Theatre Company.**

Talking Scarlet presents *The Wind in The Willows* By Kenneth Grahame and adapted by Stephen Kingsbury and Ben Sleep

A rip-roaring musical ride along the road of friendship.

When Mole plucks up the courage to explore the Riverbank with his friend Ratty, nothing can prepare him for the adventure that awaits. Along with Badger and the irrepressible Mr Toad, the foursome career from one exploit to the next culminating in a battle not only to save Toad Hall, but their very way of life.

This new adaptation captures all the wit and bonhomie of Kenneth Grahame's original novel, and aims to bring the delights of this literary classic to yet another generation of children and a touch of showbiz to the Riverbank!

Adrian has directed Terry Johnson's adaptation of *THE GRADUATE* for a national tour this spring. As producer of TABS Productions for more than a decade, he has been providing high quality rep and touring productions throughout the UK. Many of TABS productions are directed by Adrian who also directs for other companies including, most recently, the Theatre Royal, Nottingham. Amongst his greatest successes have been the hugely popular national tour of *THE LIVE BED SHOW* and tours of *PLAYING BURTON* and *THE HEAVY METAL SHOW*. Adrian has directed the musical, *PINOCCHIO* and a panto, *OLD KING COLE* but his most regular directing work has been with such modern classics as *OLEANNA*, *RATTLE OF A SIMPLE MAN*, *MISERY*, *TWO* and *EDUCATING RITA* on tour and *THE KILLING OF SISTER GEORGE*, *SKYLIGHT* and *JUST BETWEEN OURSELVES* in rep at Chesterfield's Pomegranate Theatre. He has also proved to be a deft director of thrillers including *DEATHTRAP*, *GASLIGHT* and *SUDDENLY AT HOME*.

## Animal instincts lesson- Key stage 1 and 2.

### Objectives

Students will:

1. understand the difference between instinct and learned behaviour
2. understand how an animal's instincts and behaviours help it to survive
3. understand the connection between environment and behaviour

### Materials

For this lesson, you will need:

- Paper for writing and drawing assembled into a log
- Reference materials for researching animals
- Dice (number cubes)
- Computer with Internet access

Animal Behaviour worksheet (follows this sheet)

Animal Environment worksheet (follows this sheet)

### Procedures

1. Explain to students that certain animal behaviours contribute to survival. For example, bears can adapt to harsh winters by hibernating, and humpback whales migrate from their nurseries off the coast of Hawaii to feed in the krill-rich waters off of Alaska. Explain that some of these behaviours are instincts, or traits that the animal is born with, and some are learned behaviours, or behaviours that were taught to the animal, often by its parent. For example, proboscis monkeys have an instinct for swimming (they never learn how to do it), but they must learn ways to cross a crocodile-infested river safely. Humans instinctively use their voices to communicate (newborn babies cry when they want something), but in order to speak, they must learn their language. Dolphins instinctively know how to swim, but trainers at an aquarium can teach them to swim certain ways—or do “tricks”—on command. Many young animals, such as wolf and dog pups and lion kits, are born with an instinct for rough play with their siblings, but some may learn the hard way not to play rough with a larger adult of the species. Discuss the behaviours of other animals (such as salmon, bats, and lions) and whether they are instinct or learned behaviours.

2. Put students into cooperative groups of three or four. Explain that they are going to use the luck of the die to select an animal about which they will learn more. Give each group one number cube (or die) that it is to roll twice to get the following information: First roll (kind of vertebrate): 1 or 2 = mammal, 3 or 4 = reptile, 5 = bird, 6 = amphibian Second

roll (size): 1 or 2 = small (1 ounce to 30 pounds), 3 or 4 = medium (31 to 99 pounds), 5 or 6 = large (100 pounds and over)

3. Using these parameters, have each group find an animal that its members would like to learn more about. One Web site that might be of use in this process is Cyber Zoomobile.

4. Once the groups have selected an animal, have them create an image of it—such as a drawing, a computer image, or a three-dimensional composition. The rendering should be labeled, identifying major body parts and unique physical characteristics of the animal.

5. Each group should prepare three pages, titled Diet, Habitat, and Behaviours. In the next three steps, the groups will be working together to complete these pages.

6. Have groups use the reference materials to research and write a brief description of their animal's diet. Each group member should initial his or her written contribution to the description. Ask groups to consider what kind of food their animal eats. Is their animal a meat eater (carnivore), a plant eater (herbivore), or does it eat both plants and animals (omnivore)?

7. Next, have groups write a description of their animal's habitat. Again, each member should initial his or her written contribution to the description.

8. Now have group members create individual lists of all the behaviours they can find for their chosen animal. Discuss the following questions with the class: How did your animal acquire each behaviour? Which of your animal's behaviours are learned and which are instinctual? Are any of your animal's behaviours linked to the environment or climate in which it is found? How so? How does it adapt to seasonal changes? Do the animal's physical characteristics help it in any way? Have group members identify which of the behaviours on their animal behaviour list are instinctual and which are behavioural.

9. Using group research, have each student compose a creative short story about his or her animal's life during one of the four seasons of the year. Stories will include the results of students' group research, describing environment, climate, diet, food availability, and physical attributes and how they all affect animal behaviour. These stories and the group artistic renderings can be displayed for the entire class. Challenge students to try to identify the learned and instinctual behaviours of the animals in their classmate's stories.

### Adaptations

Adaptation for younger students:

If your students are younger, hold a class discussion about human behaviours—such as eating, writing, and sleeping. Explain that like people, animals have their own behaviours. As a class, think of four animals: a mammal, a reptile, a bird, and an amphibian. Then come up with a list of behaviours for each of those animals. Ask students to choose one animal and illustrate the one behaviour. Ask them to explain how this behaviour helps the animal survive.

## Discussion Questions

1. Debate which instinct—hibernation (staying inactive during winter months) or homing (always knowing how to find your way home)—is more important to a bear's survival. Give reasons for your arguments.

2. How do the physical attributes of an animal affect its behaviours? Using whales, primates, and bears as examples, discuss how their physical characteristics affect their instinctive behaviours. Is there any link between those characteristics and their learned behaviours?

3. Can an organism's instincts and learned behaviours be related to its environment? Think about this: In order to survive, a polar bear instinctively goes into "winter sleep" to conserve its energy when it has gone about two weeks without food, which can be scarce in the Arctic. What is the behaviour-environment connection? Discuss other animals that demonstrate behaviours related to their environment.

4. Analyse some behaviours that both humans and animals display. Examples might include growling, purring, crying, or playing. Then discuss whether they are instincts or learned behaviours. For every learned behaviour, explain how it was learned. Was it taught by a parent or learned through some other experience?

5. Compare animal adaptations to behaviours that humans show. For example, proboscis monkey mothers must teach their young which leaves are safe to eat. What are some similar behaviours that humans show? Think about other animal adaptations, such as migration, hibernation, primate grooming, and teaching young to use tools. What human behaviours remind you of these adaptations?

6. A mother grizzly bear instinctively raises and protects her young cubs. Yet after a mother iguana lays eggs, her job as a mother is finished. Explain why you think some animals have a strong instinct for parenting while others do not. How might it relate to the number of babies or amount of eggs it produces?

7. Create a list of 20 of your own behaviours throughout the day, such as waking up, brushing your teeth, walking, eating, or reading. Which of these are learned and which are instinctual? If they were learned, how did you learn them?

8. Think about all the actions you've performed in the last few hours (preparing for class, answering questions, eating, showering, etc.). Have you demonstrated more instinctive behaviours or learned behaviours? Debate which behaviours are more common in everyday life.

9. Explain the various ways in which learned behaviours can be learned. For example, how did you learn to tie your shoes? How did you learn that it's best keep your eyes closed when you're washing shampoo out of your hair? Brainstorm other examples to discuss.

## Evaluation

Use the following rubric to assess student' performance on their log

- Log records instances of instinct and learned behaviour in the animal (1 to 4 points)
- Group descriptions of animal's habitat and diet (1 to 4 points)
- Creative stories are clearly written and diagrams/illustrations support the writing. (1 to 4 points)

### Extensions

#### Behaviour Basics

Lead a discussion on the various behaviours shown by primates. Have students make a chart with two categories: instincts and learned behaviours. They should fill in the two sides of the chart with specific examples, then share with classmates.

#### A Bear's Business

Have students write a short story about the life of a bear. They should make a map to accompany the story that shows the location of the den where it hibernates and the areas where it looks for food before using its homing instinct to return home.

#### Blending Behaviours

When up North, humpback whales use a tactic called bubble netting to hunt food. Bubble netting is part instinct and part learned behaviour. Have students research this behaviour and lead a discussion on which aspects are instinctive and which require learning. Then have students make a web that lists other behaviours in the animal kingdom that are a combination of instincts and learned behaviours.

# Animal Environments

## Part I

Name: \_\_\_\_\_

Match the words in the first column to the best available answer in the second column.

camouflage	1) sleeping during the entire winter
fawn	2) an environment for animals containing much food and shelter but is a busy place with people and buildings
chameleon	3) an animal that can actually change its colour to hide from enemies
hibernate	4) environment for animals that has more life than any other and has four main layers
lodge	5) usually the biggest animal one would find in a city
South America	6) Where is the largest rainforest located?
harpy eagle	7) One fourth of all mammals is this type of animal
fox	8) describes animals who move mainly at night and can "see" in the dark
rainforest	9) Which animal can carry a monkey (this animal lives at the top layer of a rainforest)
city	10) animals in northern regions have this on their bodies to keep them warm
northern forests	11) enables animals to blend with their background and avoid being seen by their enemies
nocturnal	12) a baby deer
bat	13) environment for animals that is an extremely cold place and has the fewest number of animals because of the harsh climate
termite	14) what a beaver's home is called
thick fur coat	15) an insect that lives in the city and will eat almost anything

## Answer Key: Animal Environments Part I

- 11 - camouflage
- 12 - fawn
- 3 - chameleon
- 1 - hibernate
- 14 - lodge
- 6 - South America
- 9 - harpy eagle
- 5 - fox
- 4 - rainforest
- 2 - city
- 13 - northern forests
- 8 - nocturnal
- 7 - bat
- 15 - termite
- 10 - thick fur coat

## Answer Key: Animal Matching Worksheet

- 1 – School
- 5 – Pride
- 7 – Troops
- 2 – Colony
- 3 – Symbiosis
- 6 – Parasite
- 4 – Host

# Animal Matching Worksheet

Name: \_\_\_\_\_

Match the words in the first column to the best available answer in the second column.

- |           |   |
|-----------|---|
| School    | 1) a group of one kind of fish that moves together                      |
| Pride     | 2) a kind of animal group in which each member has a different job      |
| Troops    | 3) a special way in which two different kinds of animals live together  |
| Colony    | 4) an animal that is harmed by a parasite                               |
| Symbiosis | 5) a group of lions   |
| Parasite  | 6) an animal that is helped by living with another animal that it harms |
| Host      | 7) a kind of group in which animals such as baboons live                |



