

THE LITTLE PRINCE

LANGUAGE ARTS II: Clickbait or Credible?

Students Will

- Read "The Story of the Opera", "The Characters", "The People Behind the Opera"
- Practice inquiry and research by differentiating between objective and subjective headlines

Copies/Tools for Each Student

- "The Story of the Opera"
- "The Characters"
- "The People Behind the Opera"
- "Glossary of Terms"
- Activity Worksheet: Clickbait or Credible?
- Dictionary (*Provide access to a dictionary as needed.*)

Copies for the Teacher

- "The Story of the Opera"
- "The Characters"
- "The People Behind the Opera"
- "Glossary of Terms"
- "[The Fairness Meter](#)" Tip Sheet (*Click Link for PDF*)
- Activity Worksheet: Clickbait or Credible? and Answer Key

Materials Needed for Students

- Pencils and highlighters
- Blank scratch paper

Instructional Time

One – two 45-minute class period(s)

Introduction

Introduce the lesson to your class. Be sure students are familiar with “The Story of the Opera” the biography of Antoine de Saint-Exupéry as written in “The People Behind the Opera”, as both relate to the content of this lesson.

Explain to students that the opera is based on book of same title written by Saint-Exupéry. They will read “The Story of the Opera” and a short biography about Saint-Exupéry for this activity. Then, they will look at a group of headlines written for articles about the opera's story or about the life of Saint-Exupéry. Students will examine these headlines to see if they can tell if they are likely tied to either credible(objective) or clickbait (subjective) articles based on the types of words used in the headlines.

Review the “Glossary of Terms” and “[The Fairness Meter](#)” which provides tips and guidance on reviewing headlines for bias and subjectivity. Encourage students to think about recent headlines in the news. Some students may have more immersion in journalism than others, so consider pop culture headlines or news they might connect to the lesson. Some of the words in the headlines may be unfamiliar to students, so please ensure that students have access to a dictionary.

Guided/Independent Practice

Students may work individually, in pairs, or in groups depending on grade level and classroom time limits.

Evaluation

- Did the students read “The Story of the Opera”, “The People Behind the Opera”?
- Did the students understand the difference between subjectivity and objectivity?
- Did the students complete the worksheet?

TEKS

English Language Arts and Reading

- 6th- 110.B.22.B.12 (H)
 - Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
 - (H) examine sources for: (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;
- 7th- 110.B.23.B.12 (H)
 - Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
 - (H) examine sources for: (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;
- 8th- 110.B.24.B.12 (H)

- Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
 - (H) examine sources for: (i) reliability, credibility, and bias, including omission; and (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language
- English I- 110.C.36.C.11 (G)
 - Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
 - (G) examine sources for: (i) credibility and bias, including omission; and (ii) faulty reasoning such as ad hominem, loaded language, and slippery slope;
- English II- 110.C.37.C.11 (G)
 - Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
 - (G) examine sources for: (i) credibility and bias, including omission; and (ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or;
- English III- 110.C.38.C.11 (G)
 - Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
 - (G) examine sources for: (i) credibility, bias, and accuracy; and (ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;
- English IV- 110.C.39.C.11(G)
 - Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
 - (G) examine sources for: (i) credibility, bias, and accuracy; and (ii) faulty reasoning such as straw man, false dilemma, faulty analogies, and nonsequitur

Gardner's Intelligences: Verbal-Linguistic, Interpersonal

Bloom's Taxonomy: Knowledge, Comprehension, Application, Analysis, Evaluation

Sources:

<https://newseumed.org/>

<https://checkology.org/>

The Story of the Opera

During a terrible sandstorm, a Pilot makes a forced landing in the desert, a thousand miles from the nearest town. His plane is wrecked and he has just enough water to last eight days. The Little Prince appears and asks the Pilot to draw a sheep. The Pilot, who was discouraged from drawing when he was young, is reluctant, but finally produces a satisfactory image.

The Prince explains that he is from a tiny planet—Asteroid B612. The planet is home to a singular Rose, which he lovingly tends. The Prince left his home to learn how he might better please the Rose. On the planets he visited previously, he met a King, a Vain Man, a Drunkard, and a Businessman, none of whom had much wisdom to offer. Finally, he met a Lamplighter who suggested he try the planet Earth.

Continuing the story of his adventures on Earth, the Prince tells of meeting the Snake, who has the power to send anyone back to his home. The Prince then found a rose garden, which was upsetting, because he had believed his Rose was unique. Next, he met a wise Fox, who explained the concept of taming: "Taming means you make a link, a lock, a sort of tie."

The Pilot interrupts the Prince's story to remind him they are in desperate need of water. The two set off in search of a well. They find one at sunrise and drink. The Prince tells the Pilot that he fell to Earth one year ago and instructs the Pilot to go back to his plane. The Prince summons the Snake, but the Pilot returns and frightens the Snake away. The Prince insists that he must go.

Synopsis by Kelley Rouke

The Characters

The Little Prince (Asteroid 612): A little boy who leaves his home planet and his beloved rose, to journey around the universe, ending up on Earth. There, he meets a pilot and tells him of his journey to several planets and the characters he has encountered along the way.

The Pilot: A young pilot who suddenly loses control of his plane and crashes into the Sahara Desert. While stranded in there trying to fix his plane, he is approached by the Little Prince.

The Rose: A single rose who is the object of the Little Prince's affection on his planet. She challenges him to leave his home and gain more wisdom to be able to take care of her better. Throughout his travels, she is always in his thoughts and heart.

The Fox: The Little Prince meets the fox in the desert on Earth. She is a wise creature, who teaches the Little Prince about the essence of life. After they become friends, the fox asks the Little Prince to tame her, which he does.

The Snake: The first living creature that the Little Prince encounters on the planet Earth is a snake, who speaks in riddles. The snake claims that his deadly poison could "ease" all the Little Prince's worries.

The Water (*off-stage singing*): When the Little Prince and Pilot travel through the desert, they hear singing coming from water in a well they discover.

The King: (*Asteroid 325**): A resident of the first planet that the Little Prince visits after leaving his own planet. The king demands that his authority be respected and does not tolerate disobedience.

The Vain Man (*Asteroid 326**): A conceited man living on the second planet the Little Prince visits. The vain man insists that everyone else admire him. He does not listen to anything but compliments and expects the Little Prince to shower him with praise.

The Drunkard (*Asteroid 327**): Inhabitant of the third planet the little Prince visits. When the Little Prince asks the drunkard what he is doing, the drunkard tells the Little Prince that he is drinking to forget that he is ashamed of drinking.

The Businessman (*Asteroid 328**):

The businessman lives on the fourth planet the Little Prince visits. The businessman always sits and counts stars on his planet. He thinks that he owns the stars, making him rich. The Little Prince explains to the businessman that he is of no use at all to the stars that he owns.

The Lamplighter (*Asteroid 329**): A resident of the planet the Little Prince visits after leaving the businessman. On this planet, the lamplighter's job is to light and put out a lamp. He thinks that he has a terrible job because he must light the lamp once every minute so that his planet can make a complete turn every sixty seconds. The Little Prince, however, admires his dedication.

**Planet names found in the book that will not be named in the opera*

The People Behind the Opera

Antoine de Saint-Exupéry - author of novella on which the opera is based

Antoine de Saint-Exupéry (June 29, 1900-July 31, 1944) —aviator, novelist, poet, and journalist— was born in Lyon, France as Antoine Marie Jean-Baptiste Roger de Saint-Exupéry. He had three sisters and a younger brother, Francois, who died at 15 during World War I. Francois' death greatly affected Saint-Exupéry, with imagery of him even appearing in *The Little Prince*.

As a young man, Saint-Exupéry tried to join the Naval Academy, but failed twice. Saint-Exupéry turned to the *2e Régiment de chasseurs à cheval* (2nd Mounted Hunters Regiment) in 1921. Through this military service, he took flying lessons and transferred from the French Army to the French Air Force. There, Saint-Exupéry had his first of many aircraft incidents. As a result, his then fiancée, Louise Lévêque de Vilmorin, influenced him to find an office job instead.

By 1926, he was no longer engaged and began flying again, this time for international postal flights. He worked for Aeropostale, flying to Senegal and South Morocco while stationed in Toulouse, France. In 1929, Saint-Exupéry was put in charge of Aeroposta Argentina, moving to Buenos Aires. His time with Aeropostale resulted in his first book, *Courrier Sud*- published in 1929, and the 1931 book, *Night Flight*. Both books were inspired by his tenure with Aeropostale. *Night Flight* was eventually adapted as a movie featuring John and Lionel Barrymore, Clark Gable, and Helen Hayes.

One of Saint-Exupéry's more famous crashes is when he and his co-pilot crashed in the Sahara while attempting to break a flight record. They were lost for three days in the desert, rescued by Bedouins, a nomadic Arab tribe. This would directly inspire *The Little Prince*.

In the 1930s, Saint-Exupéry's writing expanded to newspapers and more journalistic writing, covering events, critiquing and advocating for action. World War II and the opposing factions in France prompted his "Open Letter to Frenchmen Everywhere," calling for support against Nazi oppression. These actions led to his works being censored by both Vichy France (occupied by Nazi Germany) and Free France.

During the occupation of France, Saint-Exupéry and his wife, Consuelo Suncin, fled to the U.S.A. by way of Portugal. He spent time in New York City, Long Island, and Manhattan, with an extended stay in Quebec City, Canada. They stayed in North America from January 1941 to April 1943. His most famous work, *Le petit prince* (*The Little Prince*), was published in April of 1943, becoming one of the best-selling books in the world. Saint-Exupéry's passion for France and its fate led him to join the Free French Air Force in April of 1943. At 43, his health was declining for his multitude of previous crashes, even crashing once more during his stint with the Free French Air Force. He disappeared during a reconnaissance flight on July 31, 1944.

Rachel Portman - composer who set the libretto (i.e. the opera's "script") to music

Rachel Mary Berkeley Portman (December 11, 1960-), an Emmy and Academy Award-winning composer, was born in Haslemere, a town in Surrey, England. Portman studied Music at Worcester College, Oxford. Her first composing credit was *Privileged* (1982) and by 1996, with the composition for *Emma*, she was the first female composer to win an Academy Award. All in all, Portman has composed over 100 works for film, television, and theatre.

Nicholas Wright- librettist who converted Saint-Exupéry's novella to a libretto ("script") for the opera
Nicholas Verney Wright (1940-) was born in Cape Town, South Africa. As a child actor, he moved to London at 18 to continue his acting training at the London Academy of Music and Dramatic Art.. Before becoming a dramatist, he was a Casting Director and Artistic Director. Wright began writing and adapting work in the late 1970s. Since then, he has written over two dozen plays and adaptations.

Glossary of Terms

Bias- prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair

Hyperbolic- Exaggerated; excessively or inappropriately heightened, inflated, or overstated

Loaded Language- Words that are not neutral that can sway opinions — for example, by steering people toward or away from a particular idea or position. The use of loaded language diminishes the credibility of polls, surveys and news reports.

Objective/Objectivity- Methods, guidelines and practices designed to remove the influence of personal biases and blind spots to the greatest extent possible. The aspiration to eliminate bias is an important ideal in journalism as well as science. *(However, it is essential to note that no human endeavor can ever be entirely free of bias and that, historically, professed objectivity in journalism has been implemented in ways that are subjective and unfair. Some journalists believe fairness and accuracy are more reflective of journalism's aspirations than traditional notions of objectivity.)*

Subjective- Beliefs and judgments that are based on preferences and feelings that cannot be proven right or wrong.

Other Helpful Terms

Accuracy- In journalism, the standard of making sure each detail or piece of information is correct to prevent errors and provide as true a representation of issues, events, and facts as possible. Quality news organizations place the utmost importance on getting the facts right and take steps to correct factual errors when they occur.

Context- The set of facts or circumstances that influence a situation, event, or fact. In journalistic terms, context is often a key part of providing a truthful account of an event or understanding the meaning of an event over time. A lack of context, or a deceitful misrepresentation of context, is a common feature of misinformation.

Fairness- In journalism, a standard that calls for journalists to approach their reporting in an honest, accurate way — without allowing their own biases to interfere. This includes considering and reporting on all relevant sides of a subject without giving anything more weight or attention than the facts warrant. It also includes making sure that all parties directly involved in or most affected by the topic being covered have had the opportunity to tell their side.

False Balance- Presenting an issue as balanced between opposing viewpoints when, in fact, evidence does not support both sides equally.

Sources- All of the people, organizations, documents and other providers of information used to produce a news report. The use of incomplete or otherwise flawed sourcing is one potential form that various types of news media bias can take.

Fairness Meter Tip Sheet

Unfortunately, news doesn't come with labels of "FAIR" or "BIASED." But you can develop your own "fairness meter" by using three key factors to measure how straight or slanted a story is.



FAIRNESS METER

WORD CHOICE

Does the story simply present the facts or lead you to make judgments about them?

EXAMPLE OF LEADING LANGUAGE:
The superintendent's pet project failed spectacularly less than three months after she shoved it through the approval process.

LOOK FOR:

- Loaded adjectives or verbs
- Patterns of very positive or negative descriptions

NEUTRAL LANGUAGE (top of scale)
LEADING LANGUAGE (bottom of scale)

CONTEXT

Does the story provide the big picture or just a slice of what's going on?

EXAMPLE OF ADDED CONTEXT:
Prior to accepting the role as city transportation manager, Smith received a PhD in urban planning and ran a private limo company.

LOOK FOR:

- Historical comparisons
- Explanations about sources
- Related facts or data

LOTS OF CONTEXT (top of scale)
NO CONTEXT (bottom of scale)

COUNTERPOINTS

Does the story help you understand multiple perspectives, or only one?

EXAMPLE OF A COUNTERPOINT:
While supporters say the new tax bill will increase education funding, critics point out that middle-class families will bear most of the burden.

LOOK FOR:

- Counterarguments to key claims or conclusions
- Responses to accusations

LOTS OF COUNTERPOINTS (top of scale)
NO COUNTERPOINTS (bottom of scale)

VERY BIASED

MOSTLY BIASED

MIXED BAG

MOSTLY FAIR

VERY FAIR

NEWSEUM ED

Find a video tour of this tipsheet at NewseumED.org/fact-finder



Name_____

Date_____

Activity Worksheet: Clickbait or Credible?

Determine which headlines are **subjective**(clickbait) or **objective**(credible), highlighting the phrases that are **hyperbolic**, **biased**, or **loaded**. Complete the reflection section at the end. Please refer to the "Glossary of Terms" if needed. You may also use a dictionary for any words below that are unfamiliar to you.

Headlines

1. Pilot Completely Flummoxed by Presence of Young Boy after Crash
2. Young Boy Helps pilot after crash
3. Strange New Rose Occupies Asteroid, Demands Caretaking from Local Boy
4. Local Boy Delighted by Presence of New Resident
5. Novelist, Aviator Found in Desert After Crash
6. Miraculous Survival of Crash-landed Novelist, Aviator
7. Brutally Rejected by Both French Regimes, Novelist Flees to United States
8. Author, Pilot Takes up Residence in New York
9. Young Explorer Encounters Many Individuals with Different Outlooks on Life
10. Boy Shocked by Strangers' Lives, Continues Expedition Throughout Universe
11. Shocking Friendship Between Fox and Young Boy: Fox Delivers Wisdom Young Boy Desperately Craves
12. Fox Teaches Young Boy About Relationships
13. Rose's Claim of Being Singular Disproven by Local Boy
14. Boy STUNNED by Revelation That His Rose Manipulated Him
15. Antoine de Saint-Exupéry Grounded After Latest Crash
16. Pilot Taking Time to Recuperate After Flight Accident

Reflection

1. What do the subjective/biased headlines have in common?
2. Choose two headlines that seem to contradict each other. Could both be true or only one? Explain.
3. Write two headlines of your own: one objective and one subjective. After completing your headlines, partner with another student to have them identify which is objective and which is subjective. You will do the same with the headlines they have written.

Answer Key

1. **(SUBJECTIVE)** Pilot **Completely Flummoxed** by Presence of Young Boy after Crash
2. **(OBJECTIVE)** Young Boy Helps Pilot After Crash
3. **(SUBJECTIVE)** **Strange** New Rose Occupies Asteroid, **Demands** Caretaking from Local Boy
4. **(SUBJECTIVE)** Local Boy **Delighted** by Presence of New Resident
5. **(OBJECTIVE)** Novelist, Aviator Found in Desert After Crash
6. **(SUBJECTIVE)** **Miraculous** Survival of Crash-landed Novelist, Aviator
7. **(SUBJECTIVE)** **Brutally Rejected** by Both French Regimes, Novelist Flees to United States
8. **(OBJECTIVE)** Author, Pilot Takes up Residence in New York
9. **(OBJECTIVE)** Young Explorer Encounters Many Individuals with Different Outlooks on Life
10. **(SUBJECTIVE)** Boy **Shocked** by Strangers' Lives, Continues Expedition Throughout Universe
11. **(SUBJECTIVE)** **Shocking** Friendship Between Fox and Young Boy: Fox Delivers Wisdom Young Boy **Desperately Craves**
12. **(OBJECTIVE)** Fox Teaches Young Boy About Relationships
13. **(SUBJECTIVE)** Rose's **Claim** of Being Singular Disproven by Local Boy
14. **(SUBJECTIVE)** Boy **STUNNED by Revelation** That His Rose Manipulated Him
15. **(OBJECTIVE)** Antoine de Saint-Exupéry Grounded After Latest Crash
16. **(OBJECTIVE)** Pilot Taking Time to Recuperate After Flight Accident

Reflection

1. What do the subjective/biased headlines have in common?

Answers will vary. It is left to the teacher to determine whether the student has a clear understanding of the term and application.

2. Which headlines seem to contradict each other? Could both be true or only one?

Headlines 3 and 4 do not seem compatible. Headline 3 says "demand" while Headline 4 says the boy is "delighted." The emotions behind these words don't seem like both can be true. Headlines 15 and 16 are from two perspectives, both possibly true but from opposing views.

3. Write two headlines of your own: one objective and one subjective. After writing them, partner with another student to have them tell you which of yours is objective or subjective. You will do the same for their headlines.

Answers will vary.