

THE DON QUIXOTE STUDY GUIDE

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THE ADVENTURES OF DON QUIXOTE

Synopsis

The story of “The Adventures of Don Quixote” is based on a novel by the Spanish writer Cervantes. Cervantes wrote his book in 1605. Some of the names and incidents in the original novel have been changed for the play, but much of the material from the book—which is very long and complex—is still in the play.

Don Quixote is an old man who has read so many books, he has begun to believe that he is in a story himself, and is a knight in the middle ages. He meets a young person named Kendrick, and together they set out on a journey of the imagination. Don Quixote says that Kendrick will be his squire—which is a knight in training. A squire helps the knight on his quests, and learns all the rules and skills of a knight while serving him. Don Quixote calls his squire Sancho.

Don Quixote keeps seeing things that are not there. People think he’s crazy. He meets a poor woman and calls her a princess. He names her Dulcinea and promises to do great deeds in her honor. He sees windmills and thinks they are giants and tries to kill them. He meets an innkeeper and calls him a king. Don Quixote battles an imaginary dragon and mistakes his own daughter for the evil Knight of Mirrors.

But wherever he goes, Don Quixote encourages everyone. Because he believes other people are strong and beautiful, they begin to believe it themselves. Because he believes the world is magical, it seems to become a more wondrous place. His strong imagination makes the world seem better. Even though he is rarely “right” about what a person is, he is often right in saying—and believing—in what they might be. The story of Don Quixote is a story of a man lost in romantic thought—but it is also a story about the possibilities of people and the power of the imagination.

Don Quixote Vocabulary

Study these words to gain an improved understanding before viewing the play

- **Bewitched-** To place under one's power by or as if by magic; cast a spell over
- **Bravery-** the quality of not being afraid, being able to face danger
- **Chivalry-** the noble qualities of a knight, such as courage, honor, and readiness to help and protect the weak
- **Destiny-** an inevitable outcome that the future will bring
- **Excalibur-** the magic sword of King Arthur
- **Feeble-** physically weak, as from age or sickness; frail
- **Honor-** high regard or great respect given, a keen sense of right and wrong
- **Illusion-** something that deceives by producing a false or misleading impression of reality
- **Joust-** a combat with lances between knights
- **King Arthur-** a legendary king of the Britons; said to have led the Knights of the Round Table at Camelot
- **Knight errant-** a knight traveling in search of adventures in which to exhibit military skill, bravery, and generosity
- **La Mancha-** a plateau region in central Spain: famous as the birthplace of Don Quixote, the hero of Cervantes' novel Don Quixote de la Mancha
- **Peasant-** any person of the class of farmer or farm laborer
- **Quest-** a journey in pursuit of adventure
- **Siesta-** a midday or afternoon rest or nap, esp. as taken in Spain and Latin America
- **Spain-** A country of southwest Europe comprising most of the Iberian Peninsula and the Balearic and Canary Islands.
- **Squire-** a young man who served a medieval knight as an attendant
- **Steed-** a spirited riding horse
- **Tournaments-** large events at which jousts and free-for-alls were held
- **Virtue-** general excellence, right action and thinking, goodness

BIOGRAPHY OF CERVANTES-AUTHOR OF DON QUIXOTE

Cervantes was one of the most important and influential persons in literature in Spain during the 1500's.

Cervantes was born on September 29, 1547 in small town in Spain called Alcalá de Henares, which is near the city of Madrid which is famous for the running of the bulls. Cervantes was a very good student, but it probably was hard for him to develop friends because he moved from town to town a lot with his family. It is rumored that Cervantes was forced to leave home during his young adult years because he had wounded a man in a duel. It was common in those days if two people had a disagreement that could not be resolved, they would fight to determine who was right. Now we know this is not the way to solve problems, but in those days that is what they did, and it is believed that Cervantes wounded a man in a duel, and had to leave home to avoid the punishment of his crime.

During his later years Cervantes joined the army and served as a sailor aboard a warship. One day as they were sailing, the boat Cervantes was serving on was attacked by a band of pirates and was taken captive to spend five years as a slave of the pirates before his family bought his freedom. His adventures have become the basis for many of his stories. You might even be able to see some similarities between events that happened in Cervantes life, and events in the play *The Adventures of Don Quixote*.

Cervantes published the first part of *Don Quixote* in 1605, and it was an instant success. People really enjoyed reading about knights and the adventures they had. The second part of *Don Quixote* was published in 1615. Cervantes died in Madrid on April 23, 1616; coincidentally William Shakespeare also died on that date.

SPAIN IN THE MIDDLE AGES

Don Quixote lived in the 1600's, long after the time of knights. However, Don Quixote *believed* that he lived in the Middle Ages, a time that lasted from about the year 400 to the year 1500.



Spain during the Middle Ages was fought over by two groups who both wanted control of Iberia, the area of land where the countries of Spain, Portugal, Andorra, and Gibraltar are today. One of these groups was the Moors. They came to Iberia from North Africa in the year 711 and practiced the Islamic religion. The Moors lived in a part of Iberia called al-Andalus (which was pronounced “al-an-da-loose”). Their king was called the emir. The other group that wanted control of Iberia was Christian Spain. This group lived in areas in the northern part of Iberia called Asturias-Leon, Navarre, Castile, Aragón, and Catalonia.

In the year 1212, Christian Spain led a crusade, or religious war, into al-Andalus and took control of all of Iberia. This take-over was called the Reconquista – the Spanish word for “reconquest,” meaning “take again” – and it lasted for almost 800 years.

Life for people in the Middle Ages was very different from life for people today. Nearly everyone worked on farms. In Christian Spain, people followed a system called feudalism. This system meant that people who owned the farmland were rich and powerful. The peasants, or the people who didn't own land, worked on the farms for the landowners so the landowners would protect them. The Moors did not have feudalism. Instead, farmers grew their own crops to sell at market.

Fairs and other fun events were very important to towns in the Middle Ages. Troubadours, or people who wrote and sang songs, would entertain and share news while people visited with each other, merchants sold goods at markets, and knights held tournaments.

The food that people ate in the Middle Ages depended on their status. Rich people ate a lot of meat. Flour was expensive, so only the rich could eat bread very often. Peasants ate mostly peas, beans, rye and barley breads, and thick soups called pottage.

So you want to become a knight

In the Middle Ages, a time from the beginning of the fifth century to the beginning of the fifteenth century, was the time when knights walked the earth. During the Middle Ages only males were allowed to become a knight.

The first step in becoming a knight starts when you are seven years old. At seven you are taken from your family and home to live with a lord. A lord is a man who the king has given special privileges to, like land to live on, in exchange for his service to the king. This is like a friend giving you a house in exchange for fighting in his army when ever he calls you.

From the ages of seven to fourteen you are known as a page, this is like a servant. At seven you will start to be taught how be a good servant. The Lord and his squires will teach you correct manners, how to read and write, math, singing, dancing, strumming the lute, religion, the basics of how to use a sword and how to ride a horse. In the morning it will be your job to help the lord dress, you will also have to serve the food and drink at meal times. You will also be expected to perform any other tasks the Lord or Lady (the Lord's wife), asks of you.

After seven years of serving the Lord as his page you will become a squire. When you are a squire you will be taught how to fully use a sword and wear heavy armour. As a squire you will also learn how to use a lance. A lance is a long pole that is used to knock other knights of their horse in battle. You will also be expected to carve the meat at the dinner table. Being a squire also means that you are assigned to a knight. By watching the knight you will learn how to act, and learn skills for the battle field. Polishing your knight's sword, weapons and armour is your job, as well as assisting him in dressing. If your knight is wounded in battle it will be your job to assist him.

At the age of twenty-one, after seven more years of serving your knight, your training will finally be complete. You can become a knight by being knighted. The lord is the one that performs the ceremony to make you a knight. On the evening of the ceremony you will take a cleansing bath, and then stay up all night in the chapel praying to God to prepare you spiritually. On the morning of the ceremony you will dress in traditional white. The Lord will tap you on the shoulder with his sword three times and you shall be a knight. The code of chivalry is the rules knights have to live by. You will have to promise to always follow these and not break them.

As a knight you will be given a large amount of land as payment for your service in the king's army. You will be expected to honour women, and have good manners in everything you do. At the king's request you will put your skills into action in battle. So after fourteen years of hard work you are ready to begin life as a knight.



Questions

1. The Middle Ages where from the f__h centaury to the f_____th century.
2. Training to become a knight starts at the age of s_____n.
3. During the first seven years of training you are taught by a l___d.
4. You are known as a p__e during the first seven years of training.
5. Very good m_____s are required to be a knight.
6. After seven years of being a page, you become a s_____e.
7. As a squire you are taught to use a sword, wear armour and use a l___e
8. When you are a squire a knight becomes your t_____r.
9. At the age of t_____y-o_e you are able to become a knight.
10. At the knighting ceremony the lord taps you on the shoulder t___e times.
11. As a night you are expect to go by the code of c_____y.
12. It takes f_____n years to become a knight.
13. Knights take orders form the k__g
14. As a knight it is your job to teach a s_____e.
15. The squire helps a knight to put on his a_____r.



THE ARMOR
of
A KNIGHT
How to make Armor!!

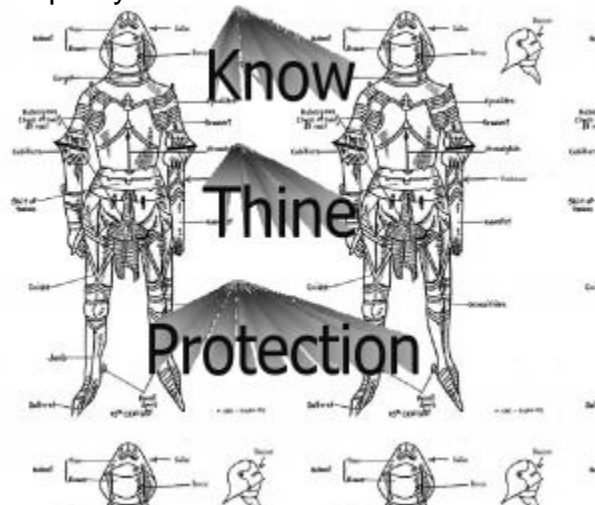
Background:

Since the beginning of civilization, mankind has sought to protect itself from harm. With the invention and increase of war and mortal combat, man's need to stave away the pangs of physical harm is ever apparent.

Thus, several types of "armor" were created to help warriors and soldiers from enemy weapons.



From Roman gladiators --to-- medieval Knights --to-- Japanese samurais; all the greatest of humanity's warriors have donned various forms of armor. Materials have advanced since those early days of barbaric natural resources to forged steel and metals. These advances were squarely in retaliation to the rising increase in violent weaponry.



Not only was armor used as a way of protecting one's self, but it was also seen by past civilizations as a symbol of status. English and French higher class men wore elaborate full suits of armor to assert their nobility. Armor is a vital part of the visual image of a hero, in our society and species as a whole. We idolize

the image of the white knight coming to save the day, or the noble samurai warrior that fights for truth and justice. A hero's image is essentially increased by the wearing of armor.

Though the times have changed and the need for full suits of armor is mute, armor is still present in our culture today. With the invention of ballistics and fire arms, armor has evolved yet again. Bulletproof vests, riot gear, kevlar and other items are used by law enforcement officials and military soldiers. Our vehicles of war have now been donned with armor plating to resist large quantities of firepower.

Though the idealizing of armor is in itself, a promotion of war to some degree, it is also an iconic reminder of nobler times when men defended the homelands for honor, sought adventure and glory, and sometimes earn the love of a woman...



All of which are sought after by one named, Don Quixote of la Mancha.

So, let's make some armor----

MAKING THE ARMOR ---

Constructing armor is not as hard as you think. Rather than gathering large scraps of metal and steel to fashion our knights, all we really need is cardboard, egg carriers and string.

MATERIALS: WHAT YOU WILL NEED

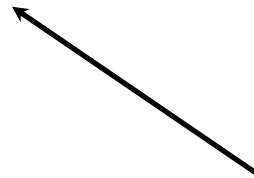
- * Paper grocery bags (or cardboard - thinner the better. More manageable)
- * Styrofoam Egg Crates/ HOLDERS
- * Poster board or Cardboard strips
- * String or Yarn
- * Scissors
- * Decorative Material such as paint, colored pencils, etc.

We will be making two different parts of armor:

- * A Chest Plate
- * Gauntlets

First we will make the Chest Plate.

- 1) Using a pair of scissors, cut out a 5 inch hole in the bottom of a grocery bag.
- 2) Then, next cut up from hole to the top of the bag so that one side is split in two. This is the back of the chest plate.
- 3) On the smaller sides of the bag, cut 5 inch armholes on both sides.
- 4) Using the poster board or cardboard, cut three to four inch rectangles, rounding off the edge of two of them. This will make the bottom piece of the plate known as the skirt (no snickering).
- 5) Tape both sides of the rectangles to the top of the paper bag, opposite the hole cut for the head with the rounded rectangles going in





front. (see the rounded edges?)

*

- 6) Now you have the basic model of the breast plate. Now decorate the various pieces with the paint and pencils any way you like. If its a medieval motif you seek, try placing a coat of arms (from this study guide) on the center of the chest plate as was customary in the fashion of the time.

*

Now onto the Gauntlets.

- 1) Cut the Egg Crates/Holder at the fold, dividing the holder into two separate pieces.
- 2) Make slits at the bottom of the foam pieces on both sides.
- 3) Tie a piece of yarn or string to both slits on one side of each crate.
- 4) Placing the styrofoam pieces on your forearms, tie the "gauntlet" to your forearms by putting the loose end of the string into the slits on the other side.
- 5) Repeat with both arms and you have yourself two functional gauntlets.

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Though crude in appearance, dress up and decorate the Gauntlets and Chest plate to fit the Knight or warrior period you are trying to emulate.

*

*

You can make paper helmets, foil swords and other pieces to dress up your armor. When you are done, decorate them with your own coat of arms!

Coat of Arms

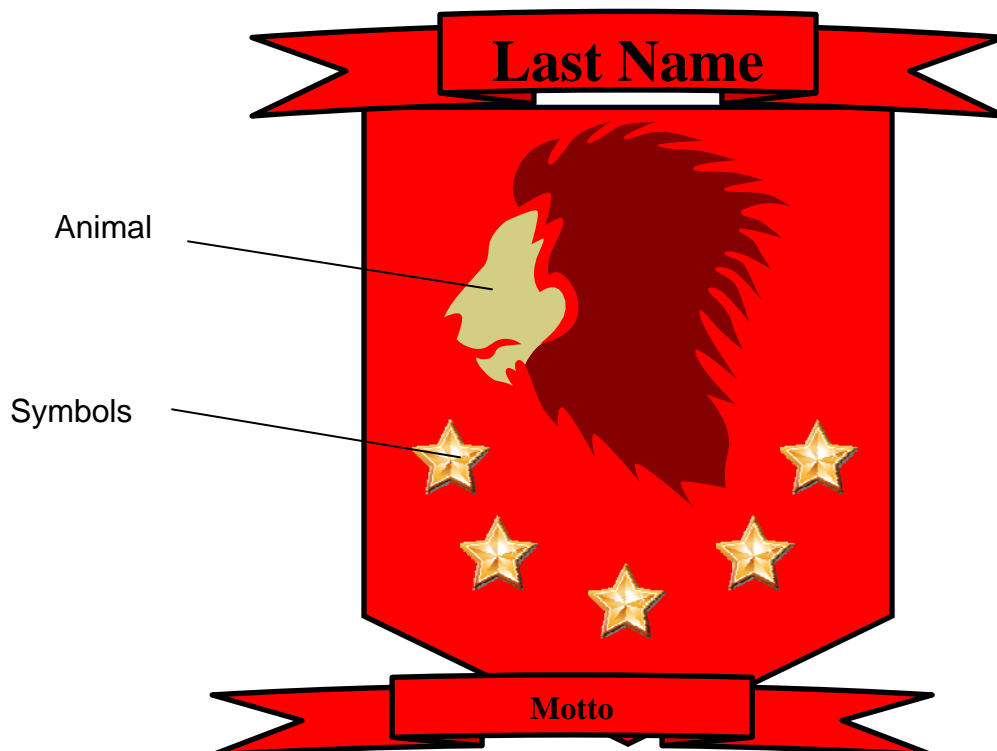
1. What is a coat of arms?

A coat of arms is a design that represents the special values and opinions of different families. It can be displayed on the shield of a knight or mounted on the wall in a home.

2. What does a coat of arms look like?

A coat of arms has four very important parts.

- ❖ Your Last Name-written on a banner
- ❖ Animals- creatures with secret meanings that describe the family.
- ❖ Colors- colors with secret meanings that describe the family.
- ❖ Symbols- special shapes used to describe what the family believes.
- ❖ The motto- words used to sum up what the family believes. These words were placed on a banner and written in Latin, an ancient language used by knights. You get to make yours up!
- ❖ The shield- a tool used, in ancient times, to protect a warrior during battle. The colors, animals, symbols, and motto are all displayed on the shield.



3. What will I need to make my own coat of arms?

You will need:

- Imagination!
- White construction paper
- Markers or pencils or crayons

4. How do I make my own coat of arms?

All you have to do is follow the steps that describe each part:

1. Pick an animal that best describes you!

- ❖ Bear- Strength
- ❖ Bee- Good worker
- ❖ Crow- Intelligence
- ❖ Dog- Loyalty
- ❖ Dolphin- Swiftiness
- ❖ Elephant- Good luck
- ❖ Lion- Courage
- ❖ Owl- Wisdom
- ❖ Peacock- Beauty
- ❖ Swan- Love

2. Pick one or two colors that best describe you!

- ❖ Red- Strength
- ❖ Orange- Big dreams and goals
- ❖ Yellow- Generosity
- ❖ Green- Hope, joy, and loyalty
- ❖ Black- Heartache
- ❖ Purple- Royalty
- ❖ White- Peace

3. Pick a symbol or two that describe you the best!

- ❖ Star- Nobility
- ❖ Heart- Love
- ❖ Circle- Fidelity

4. Choose a motto!

Your motto should be about anything you strongly believe in. It can be about you, your parents, your pets, your house, or your school. (Example: "Family first" or "No more homework!")

5. Draw a shield on a piece of construction paper, and cut it out. Draw the animal, color(s), symbol(s), and motto on the shield! (Use the example above if you get lost.)

6. Compare with your friends and see how much you have in common!

Courtly Love

Courtly was a medieval code of conduct for two people in love.

The well known type of courtly love was written by a man named **Andreas Capellanus**. It was titled *De arte honeste amandi* (*The Art of Honest Love*, commonly called the *Art of Courtly Love*).

Andreas used the short story of a young man named Walter to teach him in the right manners of a lover in pursuing, winning, keeping, and/or turning away a young woman. The book is broken into three different parts. Each of the books shows some side of love. The big part of the work involves talks on the correct actions for lovers and the ups and downs involved in following or disobeying those manners.

Andreas believed, joining in the positions of Cupid's army and helping in his kingdom of Love is to be looked up on. In rewarding the orders of love, "a true lover learns to be modest, graceful, discrete, attentive, well-groomed, generous, honest, faithful, and worthy of the admiration of all men and women." This shows that love is improving to a persons moral character. It is stated that only someone good is to be able to love properly. To be able to be looked upon as good, Andreas tells us the twelve laws that Cupid, King of Love, which is meant for all lovers to follow. These are:

- Thou shalt avoid avarice like the deadly pestilence and shalt embrace its opposite.
- Thou shalt keep thyself chaste for the sake of her whom thou lovest.
- Thou shalt not knowingly strive to break up a correct love affair that someone else is engaged in.
- Thou shalt not choose for thy love anyone whom a natural sense of shame forbids thee to marry.
- Be mindful completely to avoid falsehood.
- Thou shalt not have many who know of thy love affair.
- Being obedient in all things to the commands of ladies, thou shalt ever strive to ally thyself to the service of Love.
- In giving and receiving love's solaces let modesty be ever present.
- Thou shalt speak no evil.
- Thou shalt not be a revealer of love affairs.
- Thou shalt be in all things polite and courteous.
- In practicing the solaces of love thou shalt not exceed the desires of thy lover.

In the second book, Andreas says the more well known thirty-one rules of love, but these he says are only next to the previous twelve. This book is mostly meant for men in the search of women. He states that woman who cannot get a man, or don't truly love them are looked down upon and mocked for the mistake. If a man and a woman take part in Courtly love may it be real.

In the last piece of his writings, Andreas changes his mind and starts to speak of women as the source of all evil and blames the silliness of men in

allowing themselves to be used by “such creatures”. The change in feelings is sudden and mean. He only did this to keep from looking bad to his mentors, but still doing what he was supposed to do. This last piece is usually ignored by the readers of the middle age society.

NAME: _____ DATE: _____

X R T B E W I T C H E D I M L R J E S I
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P Z G O U Q A X T N A S A E P C H J I L
B S R J S R Z W T F V T W A A H O M T O
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L E J P V K W I S M K E R B H K V I A J

ALDON SIEST
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IA SQUIR
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PEASA
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QUEST
ROCHI
NANTE

How to Build a Giant/Windmill Puppet

Help available at <http://www.enchantedlearning.com/crafts/pinwheel/>

What you will need:

- Construction Paper (2 sheets)
- Scissors
- Pencil/Straw/Stick of some kind
- Push pin/brad
- Crayons/Markers/Coloring Pencils

How To Build:

	<p>Start by making two square pieces of paper. To start making a square, put the two pieces of paper together. Fold the corner of the pieces of paper over as shown.</p>		<p>To finish making the squares, cut off the small rectangles, forming two squares (which are already folded into a triangle).</p>	
	<p>Fold the triangle in half.</p>			<p>Decorate one side of each sheet of paper.</p>
<p>Cut along the black lines</p>	<p>Put the undecorated sides of the paper together. Make four cuts along the fold lines - about halfway to the center.</p>		<p>Punch four holes in the pinwheel, one at each corner.</p>	
	<p>Gently gather each of the four points (with a hole) to the center. Push a push-pin through the four punched holes through the center of the pinwheel to attach the pinwheel to the side of a pencil's eraser.</p>	<p>NEXT measure the length of your pencil and that will be the length of your giants legs. Cut a triangle in the bottom of the paper, making legs. THEN use the rest of your paper to create the rest of the giant (arms and head) feel free to decorate how you choose. FINALLY take the Pushpin that is holding you pinwheel together and put it in the giant's waist. The Giant should rest between the wheel and eraser.</p>		

Masks

In the “Adventures of Don Quixote” masks are used by the various characters on a number of occasions. The purpose of this project is to provide K-5 teachers and students with the necessary tools to make their own masks. Thus providing students with means that will help aid them in their own make-believe adventures.

Supplies Needed:

12”x18” construction paper in a variety of colors

Scissors

Scotch tape, staples, or glue stick

Pen or pencil

Directions:

Before starting, the stencil provided in this packet should be copied and enlarged to about 125% (which will vary depending on the age of the students/the size of their head), cut out and traced onto a thicker paper that the students can then use.

1. Trace the stencil onto a piece of construction paper making sure to mark where the slits are.*
2. Cut out mask and make slits. Note: students should draw in the dotted line with a pencil, but do not cut along it!
3. Sketch in the nose, eyes, and mouth. This can be done by holding the mask up to the face and locating where they are on the individual person. Note: the eyes should start below the strips that will make up the head band.
4. Fold the mask in half to cut out the features as follows:
 - a. Eyes and mouth: only the lower half is drawn and cut out. The flap will be folded upward to create eyelids and upper lip.
 - b. Nose: the nose is cut about three-quarters of the way up. This too will be bent upward.
5. Unfold the mask and bend up the eyes, mouth, and nose.
6. Next, start folding one side of a slit over the other (it might be easiest to start with the forehead because the dotted line will help place where one side of the slit folds over to the other. Giving students the general idea of how to fold the other slits). Once folded over secure with either tape, a glue stick, or staples.
7. Once that is done students can start adding other features such as lips and hair.
8. The bands on either side of the mask will not be long enough to reach around the head and will need to be lengthened with more construction paper.

Time Needed:

I would give the students about 40 or so minutes to allow for questions and creativity.

* Depending on the availability of supplies, you might suggest that they trace out two masks and keep one as their own personal stencil for later use.

Knight and Sturdy Steeds

Objective: A game of “Simon says” with a medieval twist. This game is much like “Port and Starboard.”

Categories: Groups

Game Type: Active. A lot of movement may be required. Can be played in the classroom or outside for more activity. If in the classroom, move the tables and chairs and have the children stand in the middle of the room. If the game will be played outside, set up boundaries with 4 corners set in a rectangle shape. Have the children inside the rectangle. This game can need lots of memorization but will be very fun. Children will catch on quickly if you start out with a few actions and keep adding on.

Players: 6 or more players

Equipment Needed: None

Rules: The teacher is chosen to be the King or Queen of the land (the classroom.) S/he calls out orders (from below) to the rest of the players who are the knights to be. If a player does not follow an order correctly, s/he is out. This decision is made by the King or Queen, who is always right. The game is played until only one person is left and becomes a knight. You can make the game less competitive; player does not get “out.” Instead, if the King or Queen notices that they do not follow an order, they must stand out for a count of one minute.

Orders:

- **Queen is arriving:** Class pairs up by two's. 1st person is on all fours, the 2nd person is sitting on 1st person miming to drink tea. Anybody without a partner or the last pair to do order is out.
- **Quest:** Goes down on one knee and “searches” beyond existence (one hand on hip and the other hand on forehead.) Last person doing orders is out.
- **Joust:** class pairs up by two's. Both partners mime knights and begin to joust each other. Anybody with out a partner or is the last pair to do order is out.
- **Don Quixote:** Run to the King or Queen's right and stand in a manly, strong, muscular position (both arms in air) last person doing orders is out.
- **Fair Maiden:** Pretends to faint and fall on the ground. Last person doing orders is out.
- **Steed:** Run to the King or Queen's left and begins to “gallop” on a horse. Last person to the left or the last person “galloping” is out.
- **Sleep:** Lie down on stomach and pretend to sleep (snoring optional.) Last person doing orders is out.

- **Windmill:** Class get in groups of four. All holding hands and spinning in a circle. Anybody not in a group of four or is the last group spinning is out.
- **Sancho:** Class pairs up by two's. 1st person kneels on ground beside 2nd person who is standing. Both students pretend to run (moving arms and not legs.) Anybody without a partner or the last pair to do order is out.
- **Feast:** Sit criss-cross-apple-sauce in groups of three and all mime knights pretending to eat a big feast. Last person doing orders is out.
- **Lazy Mule:** Lie on back with all fours in the air pretending to sleep (snoring optional.) Last person doing orders is out.
- **King:** Run forward towards teacher. Last person doing orders is out.
- **Black Knight:** Run towards the back and crouch down (hiding face.) Last person doing orders is out.

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