



# The Old Man's Mitten

WORKSHOPS

## STORY:

The Old Man's Mitten

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## COUNTRY:

Latvia

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## AGE:

6 – 8

Year 1

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## MATERIALS:

Blackboard, pictures with Latvian ethnographic symbols, wooden Latvian ethnographic symbols, coloured cardboard, pastel crayons, yarn, the punch, various images of a winter view, stencils of a fly, mouse, hare, wolf, bear, cock, glue

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## LEARNING OBJECTIVES:

Understanding the text, searching for outdated/foreign words in the text, giving explanation and learning their meaning.

Raising awareness of the Latvian heritage– ancient Latvian ethnographic symbols, their meaning, importance and use (on clothing, household items, weapons, design elements in rooms, furniture,

buildings).

Developing fine motoric skills by making your own glove using several Latvian symbols and the yarn of different colours, creating a fairy tale image using a stencil and creating your own landscape from a fairy tale.

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#### METHODS:

Work with text.

Discussion/conversation on the text.

A story about ancient Latvian symbols.

Picture viewing and research.

Practical work.

Presentation of works.

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#### AUTHORS:

Association "Creative Ideas"

## The Old Man's Mitten

Once upon a time there was a grey-headed old man. Once during the cold winter he drove to the woods to gather firewood. All of a sudden he decided to smoke his pipe.

While the old man was looking in his breast pocket for his pipe, tobacco and the lighter, he lost one mitten.

The fly, running away from the bitter cold, noticed the mitten, got into it and started dancing for joy.

The mouse, running away from the bitter cold, ran down to the mitten and asked, "Who is it, who is dancing in the mitten?"

"I myself, the queen of the flies. But who are you? "

"I'm the Mouse Squeak-squeak. Please, let me in to get warm!"

"Well, crawl in and get warm!"

The little mouse got into the mitten and they both with the fly started dancing.

The hare, running away from the bitter cold, saw the mitten, ran nearer and asked, "Who is dancing in that mitten?"

"It's me - the Fly-queen, and the Mouse Squeak-squeak. But who are you? "

"I'm the Hare White-tail. Please, let me in to get warm!"

"Very good, crawl in and get warm!"

Hare got into the mitten and all three of them started dancing.

The wolf, running away from the bitter cold, saw the mitten, ran nearer and asked, "Who is dancing in that mitten?"

"It's me - the Fly-queen, the Mouse Squeak-squeak and the Hare White-tail. But who are you? "

"I'm the Wolf Blunt-ear. Let me in to get warm!"

"Very good, crawl in and get warm!"

The wolf got into the mitten and all four started dancing.

The bear, running away from the bitter cold, saw the mitten, ran nearer and asked, "Who is dancing in that mitten?"

"It's me - the Fly-queen, the Mouse Squeak-squeak, the Hare White-tail and the Wolf Blunt-ear. But who are you?"

"I'm the big Bear Shaggy-hair. Let me in to get warm!"

"Very good, crawl in and get warm!"

The bear got into the mitten and all five started dancing in the mitten.

Now, all of a sudden, the cock was passing by and started his song:

"Cock-a-doodle-doo, let's run quickly now, all of you!"

The dancers got scared and everyone started to break out of the mitten with all its might. The Fly flew to the king's castle, the mouse ran to the potato cellar, the hare - into the oatfield, the wolf - into the bush, but the bear ran into the forest. While running away, they tore to pieces the old man's mitten. And so the old man is walking with only one mitten until this day.

# ACTIVITIES

## Step by step workshops

### **Participants:**

Year 1 children, age 6-8

### Activity 1:

Children take turns reading the text. The facilitator then reads the whole fairy tale. Comprehension of the text - explanation of old names/foreign words: – grizzled old man – greyheaded old man; pipe – tobacco pipe; how long – while; meantime - meanwhile.

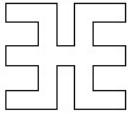
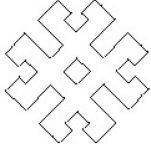
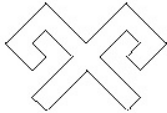

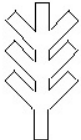
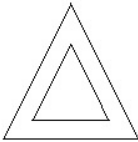
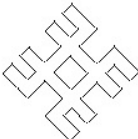
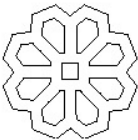
Create a fairy tale image using a stencil.

Create your own landscape from the fairy tale.

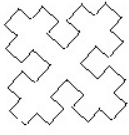
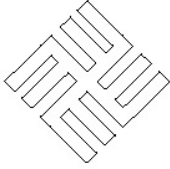
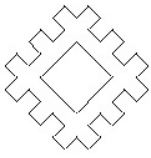
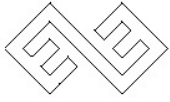
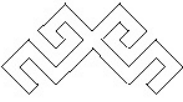
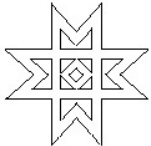
### Activity 2:

Pictures with Latvian ethnographic symbols. The facilitator tells about each symbol - where it was used by the ancient Latvians, what protection it gave, etc. In what everyday items, things, and clothes were they used?

Facilitators can substitute Latvian ethnographic symbols with their local traditional symbols or use both (Latvian and local traditional symbols) and thus compare two cultures.

	<p><b>Usins</b> A symbol of strong protection of life and a symbol of light which opens the gates to the summer. Gives strength and good fortune on a journey, heals and strengthens unions. Purifies and orders nature.</p>
	<p><b>The Cross of the Moon</b> The Cross of the Moon is the protector of soldiers. A helper at night and in work. Affects health positively. Attracts fertility actively.</p>
	<p><b>Jumis</b> A symbol of earth and its fertility, a symbol of the beginning of life. Brings fertility, prosperity and success. Jumis succeeds doubly in everything.</p>
	<p><b>The Tree of Austra</b> A symbol of mankind's knowledge which shows the order of the world aspiring upwards. The symbol unites our ancestors, us and our children, the past, present and future.</p>
	<p><b>The Symbol of Laima, The Broom of Laima</b> A symbol of luck, blessing and happiness. The guardian of the soul. Sweeps away the unwanted. Harmonizes relationships between people.</p>
	<p><b>The Symbol of God, Symbol of the Heavens</b> A symbol of the universe, the heavens and masculine strength. The guardian of wisdom, justice, joy and beauty. Protects the wearer against all negativity.</p>
	<p><b>The Symbol of Life</b> A powerful protection symbol. Protects against evil people, helps in the recovery from disease. The symbol needs to lean on the right 'horn'.</p>
	<p><b>The Symbol of the Sun</b> A symbol of eternal motion, strength of life, light and harmony. Brings God's blessing and protects kin. A symbol of family happiness.</p>



	<p><b>Mara's Cross</b> (a cross of crosses)  A symbol of fullness and fertility. Mara is a protector of health, guardian of women and bread giver. Protects from evil spirits. Protects the well-being of a family.</p>
	<p><b>Fire Cross, Thunder Cross</b>  A symbol of life, strength and happiness. Brings light, blessing, fire, energy and welfare. Symbol of the sun's energy. Strongly protects from evil, diseases and other misfortunes. Provides protection and repels wicked forces.</p>
	<p><b>The Symbol of the Well, Oak, The Symbol of the Year</b> (double cross)  A symbol of the sun and the world, a symbol of the new year's beginning. Guards the family, protects the house and the fire.</p>
	<p><b>The Grass Snake</b>  A symbol of wisdom and a sharp mind, curiosity and healing. Healers used this symbol to communicate with the forces of nature. Helps to understand the order of things. Balances various areas of human life.</p>
	<p><b>Martin's Symbol</b>  A symbol of fire and light. A symbol for the autumn harvest, fertility and prosperity. Removes negative energy. Helps one to work successfully and enhances welfare. It is advisable to keep the symbol in the wallet to attract wealth.</p>
	<p><b>Auseklis, The Morning Star</b>  Symbolizes the victory of the light over darkness. Frightens away evil spirits. Protects from the forces of darkness and thieves. A symbol of the revival of the Latvian nation.</p>

### Activity 3:

Making your own glove. The glove is cut out of coloured cardboard, with pastel chalk mark different symbols, following the rhythm of the symbols. Finally, several holes are pierced at the bottom of the glove so you can thread in and tie several yarn threads to complement the glove.

### Activity 4:

Choose one fairy tale character – a fly, a mouse, a hare, a wolf, a bear or a cock. Use a stencil to draw it on coloured cardboard, and then carefully cut it out. Then children choose a picture with a winter landscape, planning where this image will be located and glueing on his/her cut out image.

### Activity 5:

Exhibition of the created works.

Evaluation of one's own work:

- What did you do best of all?
- What would you do differently?
- What can you tell your parents about today's work?

- Which element from today's work you would choose to teach other children?