



# Bonifacio in SummerTime

A film by  
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**Educator's  
Guide**

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# Educator's Guide

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# Bonifacio in Summertime

## General objective

To give students the chance to explore the world of fairy tales along with the universal themes they raise, while at the same time learning more about the Middle Ages.

## Target audience

Students aged 6 to 12

## Disciplines

- Language and literature
- Personal development
- Arts and culture

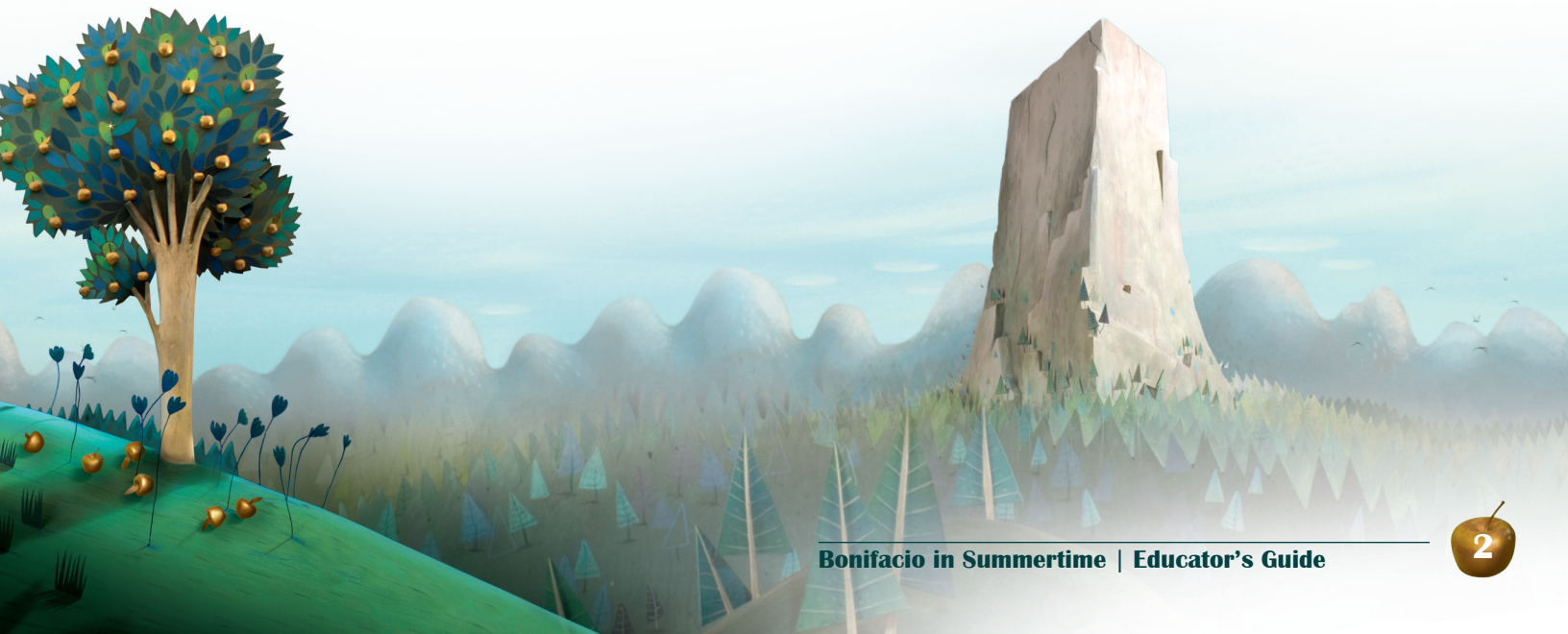
## Film

*Bonifacio in Summertime* (26 min 55 s)



## Summary of the lesson plan

This guide is designed to use the world of fairy tales like those portrayed in the film, *Bonifacio in Summertime*, to encourage students to talk about such universal themes as family, love, friendship, loyalty and courage. It also allows them to discover various aspects of the Middle Ages such as its royalty, peasantry, storytellers, and its illuminated manuscripts. This guide suggests various age-appropriate activities for the students relating to these different themes (*see note 1*). There is a preparatory activity followed by a choice of three other activities, enabling students to deepen their understanding, depending on the subjects you choose to focus on in class (*see note 2*).



## Start and preparatory activity

Duration: 30 to 45 minutes (see note 1)

This activity involves a brief presentation of the film. It draws the students' attention to different aspects of fairy tales: character (narrator and main character), décor, musical instruments of the period, illuminated manuscripts, etc.

To start with, tell your students that they are going to watch the film *Bonifacio in Summertime* and discover a wonderful fairy tale. Explain to them that the film is set in the Middle Ages. It features Bonifacio, the story's narrator and one of its main characters who is also a storyteller fascinated by the kingdom's legends. In the film, Bonifacio describes how he became an *apple singer* to charm Queen Héloïse into telling him the kingdom's secret so that he could reach the top of a supposedly inaccessible mountain. At the top of the mountain he hopes to find the famous *Pirouette apples*, which have magic powers. Will Leon and his friends succeed in foiling Bonifacio's plans? And will Molly, the Queen's daughter, or Jeanette, whom the villagers call "a witch," be able to stop him? Tell your students that they will find the answers by watching the film carefully.

Then ask your students to watch the film from the beginning until the moment when Bonifacio starts to sing (01:14). Use the following questions to help gather their first impressions:

- What have you learned about Bonifacio in this segment? How is he presented?
- What does Bonifacio say at the beginning of the film? What is his role in this segment (*narrator*)? To whom is he speaking? How does his way of talking affect you? And the way he laughs?
- What role do you think he's going to play in the film (*narrator and spectator*)?
- In your opinion, why do we see first a tree, then some apples, and finally some hearts appearing in the background? What is a ladder doing here? What does the background make you think about?
- What instrument do you think Bonifacio is playing? How does the music affect you?
- What is the little bee doing at the beginning of the film? What sound is used to make us notice it?
- Bonifacio says: "Apples that fizzle, bubble and boil." What effect does this sentence have on you?
- What nursery rhymes, songs or expressions do you know of with the word "apple" in them?
- Why does Bonifacio appear in a heart? What kind of effect is the filmmaker trying to achieve by doing this?
- How do the film's credits interest the viewer in what is to come next?



Then ask the children to draw an apple while imagining that this fruit has magic powers. Ask younger children to work together in groups of two and older children to work in groups of four to present their apples and talk about the magic powers they possess.

Review the activity with your students using the following questions to guide you:

- How are your apples similar or different from those of your other group members? What powers do they have?
- What power does Bonifacio want to obtain? What do you think about this?

# ACTIVITY 1: Some characters to explore!

Duration: 45 to 60 minutes

Explain to your students that this activity will enable them to learn about the main characters in the film, as well as about certain aspects of their personalities. Tell them that during the screening they should pay close attention to things like the gestures and movements of the characters along with the expressions on their faces, the lines they speak, their postures, etc.

## Step 1

Distribute the worksheet *Characters to discover*, included in Appendix 1, and go over the directions with the students.

## Step 2

Watch the first few minutes of the film *Bonifacio in Summertime* (from the beginning to 3:51) and tell the students they will watch the rest of the film later on.

## Step 3

Ask the students to fill out the form on their own.

## Step 4

Get students to share their impressions of the various characters by asking them the following questions:

- Which character are you most interested in? Why? Which character are you least interested in? Why? What is this character doing in the story?
- What are your observations about the other characters at this stage in the story?
- Can you give examples of phrases, expressions or gestures that will enable you to learn more about one of the characters in this fairy tale?
- Which character seems the most important at this stage in the story? Explain why you think so.

- What similarities or differences exist between the different characters?
- What do you think about the way that the three friends speak to one another at the beginning of the story?

## Step 5

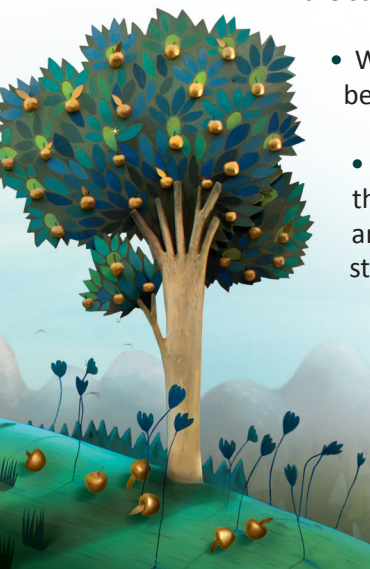
Ask students to describe what they think is going to happen in the rest of the film. Among other things, ask them to focus on one character in particular to see whether their behaviour will change or remain the same during the rest of the film. Watch the rest of the film and then use the following questions to discuss the film with the whole group:

- How do the characters influence one another? Explain.
- How do some of the characters resemble or differ from the idea you had of them at the beginning of the film?

## Step 6

End the discussion by asking the following questions:

- What more have you learned about each of the characters?
- Do you know people who resemble one of the characters in either their behaviour or their attitudes?
- Why are some characters – Molly and her friends, the Queen – bigger than the villagers? What effect can the difference in size have on the viewers? How does it affect you?
- What magic object changes the course of the story (*the golden apple*)?
- What images tell you we are in the Middle Ages? What have you learned about this period? What do you think of these images? What do you think of the way the characters are made? Of the music? How is our way of life different from the one at that time?



## ACTIVITY 2: Some themes and emotions to explore!

Duration: 45 to 60 minutes

Begin by consulting the form included in Appendix 2 to choose the theme you want to focus on with your students.

### Step 1

Watch the film segment that will allow you to focus on your chosen theme. Ask students to describe their first impressions.

### Step 2

Ask your students to name the emotions the characters are feeling in the segment and write them down on a large flipchart page. For example, when parents separate it can cause sadness, fear, anxiety, etc.

### Step 3

Suggest a role-playing game so that students can take on the role of some of the characters they've seen in the segment. Ask for volunteers to come and play some of the characters. Repeat the scene with different volunteers in order to get varied interpretations. Ask the actors to share their impressions of what it was like to act out the scene and ask the spectators to give feedback. With young children you can use puppets or marionettes to facilitate role-playing.

### Step 4

Ask the youngest students to draw what they've understood of the theme from the segment. Ask the others to break into groups of four to discuss what they've seen by using the questions suggested on the form.

### Step 5

Watch the film again from beginning to end (*see note 3*) and to close the discussion, ask the students the following questions:

- What are the emotions most frequently felt by the characters in the film?
- How does the scriptwriter get us to understand the emotions and the personalities of the characters (expressions, words, gestures, actions)?
- How does what these characters go through resemble your own experience?



## ACTIVITY 3: Some painting, music and singing, and books too!

Duration: 60 to 75 minutes

Before starting this activity, ask your students to bring a photograph of their family to class. If they have no photograph, ask them to bring in a drawing of the family instead. Explain that the film *Bonifacio in Summertime* takes place long ago, in the Middle Ages. At that time, whether it was painting, music and singing or books, the arts took a very different form from the ones we know today and were shared in a very different way.

### Step 1

Ask your students what they know about life in the Middle Ages, with its royalty, peasantry, storytellers, troubadours and other aspects (musical instruments, paintings, illuminated manuscripts, etc.).

### Step 2

Show your students some examples of illuminated manuscripts. Invite them to comment briefly, then explain that these illustrations decorated many manuscripts during the Middle Ages. Suggest that they pay special attention to the images from the film that resemble images from the Middle Ages. If you can, have them listen to some music from the period.

### Step 3

Watch the film from minute 05:16 to minute 05:45. Get the students' impressions of the painting showing Molly at eleven months with her father, King Balthazar, and her mother, Queen Héloïse. Use the following questions to help them discuss the painting so that they understand that this was the way people were represented at the time.

- Why is Molly's family represented in a painting? How is this similar to a photograph? How is it different?
- What does Molly seem to feel as she looks at the painting of her family? What about Queen Héloïse? What kinds of conversations does this painting lead the two of them to have?

### Step 4

Continue watching the film from minute 05:45 to minute 07:08, stopping at the image of the Queen surrounded by a heart. Ask your students why they think the filmmaker has chosen to represent the Queen in this way.

You can guide them in their observations to help them realize that the filmmaker wanted to make a film that resembled the illuminated manuscripts from the Middle Ages. This technique also allows him to display the emotions of his characters. Draw the students' attention to the book that tells the story of Mount Inaccessible.

### Step 5

Ask the younger students to work together in groups of two and the older students in groups of four to present the family portraits they have brought to class. Ask them to use the following questions to compare their family portraits with the painting of Molly's family:

- How is your family shown in this photograph or drawing? What does technology allow us to do today in terms of copying portraits?
- Why is Molly's family represented in a painting? What effect does this painting have on you? Does the music add something to the family portrait?

### Step 6

Go back to the screening at minute 01:14 and continue all the way to the end (*see note 3*). End the discussion by asking your students the following questions:

- What images did you find most striking? Why?
- What differences do you see between the way Bonifacio sings and the way that Leon and his friends do? (You can use this occasion to tell your students about the troubadours that existed at the time.)
- What musical instrument does Bonifacio play? (You can tell your students about some musical instruments played during the Middle Ages.)
- What were books like during this period? How were they distributed?



## Reinvestment

Suggested duration: 60 minutes

Suggest that your students use some of the art forms of the period to create a short medieval theatre piece about one of the themes covered in the film. For example, ask them to use the songs and music of the troubadours, painting, and storytellers in the public square, etc. After watching and discussing the film *Bonifacio in Summertime*, you can also screen the other films from the same collection with the same characters for them: *Leon in Wintertime* and *Molly in Springtime*. You will find teacher's guides for each of these films on the NFB site, which will allow you, among other things, to explore the narrative structure of fairy tales in greater detail with your students. (See references in filmography.)

## Reflective sharing

Depending on their age, your students should be able to describe the personalities of the different characters in the film, along with the relationships that exist between them and the roles they play in the plot. They should also be able to describe various aspects of life during the Middle Ages in order to compare them with our way of life today.



## Notes

1. Given that this lesson plan is designed for students whose ages range from 6 to 12 years old, it will be necessary to adapt the questions and activities to your students' age group. As a result, the length suggested for each activity represents an average and will vary depending on the students' age. With older students it may be possible to explore all of the questions and activities proposed in the lesson plan.
2. This lesson plan suggests a number of different activities so that you can explore the film in different ways focusing on a variety of themes. You can do all, or part, of the activities, depending on the time you have available. They can also be combined in different ways for a more enriching program.
3. Each activity ends with a screening of the whole film. Even if you do all of the activities, only one screening is necessary.

# References

## Websites

Expressions English  
[collinsdictionary.com/dictionary/english/bunk](http://collinsdictionary.com/dictionary/english/bunk)

WORDNET  
[wordnetweb.princeton.edu/perl/webwn](http://wordnetweb.princeton.edu/perl/webwn)

Nursey Rhymes and tunes for children in English  
[mamalisa.com/blog/a-french-song-about-apples/](http://mamalisa.com/blog/a-french-song-about-apples/)

Mama Lisa's Nursery Rhymes: Various nursery rhymes with graphics - click on graphics to hear a sound related to the rhyme.  
[mamalisa.com/house/](http://mamalisa.com/house/)

Luna Imaging: 25,000 images from 35mm filmstrip negatives and positive slides. Material includes medieval and Renaissance illuminated manuscripts.  
[bodley30.bodley.ox.ac.uk:8180/luna/servlet/ODLodl~1~1](http://bodley30.bodley.ox.ac.uk:8180/luna/servlet/ODLodl~1~1)

Making art: Medieval manuscripts: The reconstruction in this animation is based on a page from an early fourteenth-century book called the Metz Pontifical.  
[fitzmuseum.cam.ac.uk/pharos/sections/making\\_art/manuscript](http://fitzmuseum.cam.ac.uk/pharos/sections/making_art/manuscript)

Annenberg Learner, Middle Ages  
[learner.org/interactives/middleages](http://learner.org/interactives/middleages)

Medieval Fiefdom: find what it was like to live and work during the eleventh to fourteenth century England.  
[library.thinkquest.org/10949/](http://library.thinkquest.org/10949/)

Guides to life in medieval times  
[boisestate.edu/courses/westciv/medsoc/medievaleurope.mrdonn.org/index.html](http://boisestate.edu/courses/westciv/medsoc/medievaleurope.mrdonn.org/index.html)  
[historyonthenet.com/Medieval\\_Life/medievallifemain.htm](http://historyonthenet.com/Medieval_Life/medievallifemain.htm)

Guides to Medieval and Renaissance Instruments  
[music.iastate.edu/antiqua/instrumt.html](http://music.iastate.edu/antiqua/instrumt.html)  
[medieval-life-and-times.info/medieval-music/index.htm](http://medieval-life-and-times.info/medieval-music/index.htm)



## Filmography

*Leon in Wintertime*  
[films.nfb.ca/Leon-in-wintertime/](http://films.nfb.ca/Leon-in-wintertime/)

*Molly in Springtime*  
[nfb.ca/film/molly\\_in\\_springtime](http://nfb.ca/film/molly_in_springtime)





# Appendix 1: Discovering the main characters of the film

Copy this form for your students and give them directions on how to fill it in.

## Directions:

- For students aged 6 to 8: Look for the name of each character, and in the middle column draw his head. In the column on the right, draw a face that tells you something about what this person is like. (*See the note below the table.*)
- For students aged 8 to 12: Look for the name of each character, and in the column beside it, write down an expression they have used. In the column on the right, use a few words to describe what you think of this character.

| NAME                         | DRAWING or QUOTATION | FACE WITH EMOTION or WORDS TO DESCRIBE THE CHARACTER |
|------------------------------|----------------------|--|
| <b>Bonifacio</b>             |                      |  |
| <b>Queen</b>                 |                      |  |
| <b>Molly<br/>Gingerbread</b> |                      |  |
| <b>Hannibal</b>              |                      |  |
| <b>Poppety</b>               |                      |  |
| <b>Leon</b>                  |                      |  |

**Note:** Children in this age group are already familiar with the round “smiley” and sad faces, etc. Children draw a circle with eyes, eyebrows and a mouth to represent how a person feels: happy, sad, scared, frightened, etc. Give young children these directions and then ask them to draw the kind of face that tells us something about how each character appears to them.



## Appendix 2: Some feelings to explore!

The film *Bonifacio in Summertime* gives students the chance to focus on various themes. We have highlighted some of them for you. For each of them, we suggest some areas for exploration along with some sample questions.

| Segment                       | Scene Description  | Themes to Explore  |
|-------------------------------|--|--|
| <b>02:30<br/>to<br/>03:25</b> | Héloïse welcomes her daughter Molly and her three friends to the castle.   | <p><b>Mother-daughter relations: the joy of reunions</b></p> <ul style="list-style-type: none"> <li>• What do the Queen and her daughter seem to feel about getting together over the summer holidays?</li> <li>• How do they show it (in words, gestures)?</li> <li>• What kind of relationship do the mother and daughter seem to have?</li> <li>• Why can they only see one another at this time (<i>separation</i>)?</li> </ul>  |
| <b>03:25<br/>to<br/>05:16</b> | The three friends, Poppety, Hannibal and Leon, sing as they set off to go camping for the holidays.  | <p><b>Friendship</b></p> <ul style="list-style-type: none"> <li>• What kind of friendship do the three friends seem to share?</li> <li>• How do Hannibal, Poppety and Leon treat one another?</li> <li>• What does this tell you about each of their personalities? Which of them do you feel is the most like you? Explain why.</li> <li>• What kind of effect could it have on the viewer to see the three of them singing? How does it affect you?</li> </ul>   |
| <b>05:16<br/>to<br/>05:45</b> | Héloïse looks at a family portrait, a painting showing the King, the Queen and their daughter. This gives Molly a chance to talk with her mother about her parents' separation.                              | <p><b>Parental separation</b></p> <ul style="list-style-type: none"> <li>• How does Héloïse talk to her daughter about her separation from the King? What words does she use?</li> <li>• How does her daughter react?</li> <li>• What do you think about the way they each react?</li> <li>• What do the expressions on their faces tell us?</li> <li>• What emotions does the family portrait arouse in the Queen and her daughter? And the music? How does it affect you?</li> </ul>   |
| <b>06:04<br/>to<br/>07:53</b> | Héloïse receives a ring from the storyteller and shows it to Molly. Molly discovers that it is Bonifacio and worries about her mother's eventual remarriage. She goes to talk to her three friends about it. | <p><b>Love and marriage</b></p> <ul style="list-style-type: none"> <li>• How does Queen Héloïse react when the storyteller gives her the ring? And Molly?</li> <li>• How does the girl seem to feel about her mother's remarriage? How would you have reacted if you'd been in Molly's situation? In her mother's? Explain.</li> <li>• Why do you think Molly is so upset when she discovers Bonifacio's portrait inside the ring?</li> <li>• Why do you think the illustrator has chosen to show the Queen in a big heart?</li> <li>• How do each of Molly's three friends react to the announcement of the eventual marriage of the Queen with Bonifacio?</li> <li>• How does Molly seem to feel despite what her friends say to her?</li> </ul> |



| Segment                      | Scene Description  | Themes to Explore   |
|------------------------------|--|---|
| <p><b>10:59 to 12:48</b></p> | <p>Héloïse and Bonifacio are on top of a haystack under a full moon. The Queen tells him she is troubled by her daughter’s reaction. On his side, Bonifacio wants to convince the Queen to tell him the secret of how to reach the Pirouette apples. The Queen refuses, and Bonifacio gets angry. The three friends, who are hidden behind the haystack, discover Bonifacio’s trick and understand that he hasn’t changed.</p> | <p><b>Lies, secrets and betrayal</b></p> <ul style="list-style-type: none"> <li>• How do you think the Queen feels at the beginning of this scene? Explain.</li> <li>• What are Bonifacio’s intentions when it comes to the Queen? What does he want to get from her? How does he go about it?</li> <li>• Once Bonifacio reveals his real intentions, what does the Queen do? And Bonifacio?</li> <li>• How do the three friends react when they learn about Bonifacio’s intentions?</li> <li>• What do you think is the difference between a secret and a lie?</li> <li>• What secret does Queen Héloïse want to keep to herself? Why?</li> <li>• What would you do if you had a family secret?</li> </ul> |
| <p><b>12:48 to 13:20</b></p> | <p>The three friends discuss Bonifacio’s intentions. Each reacts according to their own personality.</p>   | <p><b>Force and power</b></p> <ul style="list-style-type: none"> <li>• What do you think of these lines Poppety says: <i>“Imagine if you had lots of Pirouette apples, you could make explosives, guns or poison. You would be the strongest person in the world.”</i></li> <li>• If you had a magic apple, what power would you want to have? Why?</li> </ul>  |
| <p><b>13:20 to 14:34</b></p> | <p>The three friends set up camp beside the lake. There is a storm. They are afraid of the witch.</p>  | <p><b>Fear and courage</b></p> <ul style="list-style-type: none"> <li>• How do Hannibal, Poppety and Leon react to the storm at night? How would you have reacted in this situation?</li> <li>• Who seems the bravest? How do they show their courage?</li> <li>• When have you been scared? What did you do?</li> </ul>  |
| <p><b>14:34 to 15:16</b></p> | <p>The witch takes the three friends to her house. Poppety and Hannibal are scared of her, which turns out to be a mistake. Leon convinces them that they can trust her.</p>   | <p><b>Gossip and kindness</b></p> <ul style="list-style-type: none"> <li>• What nickname do the villagers give to Jeanette? How does she react to it? How would you feel if it were you? What is the best thing to do when something like this happens?</li> <li>• When they drink the broth Jeanette has prepared, Hannibal, Poppety and Leon each react in a different way. How? Why do you think they react this way? What would you have done if it had been you?</li> <li>• How does Jeanette behave towards Leon and his friends? Why?</li> </ul>   |



| Segment                                | Scene Description   | Themes to Explore  |
|--|---|--|
| <p><b>16:37<br/>to<br/>17:06</b></p>   | <p>Héloïse feels betrayed by Bonifacio and blames herself. Molly consoles her mother. Héloïse tells her daughter Molly that she has become a young lady. She shares with her the family secret about the Pirouette apples.</p>  | <p><b>Mother-daughter relationship</b></p> <ul style="list-style-type: none"> <li>• How does the Queen feel after having been tricked by Bonifacio?</li> <li>• What makes the Queen confide in her daughter?</li> <li>• Why does the Queen tell Molly she’s become a young lady? What does she do to prove it to her?</li> <li>• What does Molly seem to feel when her mother shares her secret with her?</li> </ul>   |
| <p><b>17:06<br/>to<br/>24:42</b></p>   | <p>Bonifacio steals ladders to reach the top of Mount Inaccessible. Leon discovers his plan and follows him. Even though Jeanette is scared of the beast, she decides to climb up the ladder with Leon. Meanwhile, with her mother’s permission, Molly climbs the stairs that are hidden in the rock. A small bee guides Molly towards Leon and Jeanette. Molly then helps save them. Other adventures follow, endangering Molly, Leon and Jeanette. Bonifacio refuses to help them and laughs at them.</p>   | <p><b>Cowardice, fear, courage and solidarity</b></p> <ul style="list-style-type: none"> <li>• How does Bonifacio manage to steal the Pirouette apples?</li> <li>• Which character seems to be scared in this part of the story? Of whom? How do we know this?</li> <li>• What do you think of Bonifacio’s attitude? Of Jeanette’s? Of Leon’s? How would you have reacted in this kind of situation?</li> <li>• What is the little bee doing in the story? What do you think of its behaviour?</li> <li>• How do the characters help one another in the story? What kind of solidarity do they show? How does this solidarity affect the way the story unfolds?</li> </ul> |
| <p><b>24:00<br/>to<br/>25:49</b></p>   | <p>Bonifacio arrives at the top of the mountain and fills his bag with Pirouette apples. Suddenly he sees the beast and is scared of being eaten. But before turning his fiery breath on Bonifacio, the beast saves Jeanette and the children. Bonifacio takes off in the sky like a firecracker. The beast brings the children Molly, Leon and Jeanette down to the bottom of the mountain. The Queen, Poppety and Hannibal await their return with impatience. It’s a time of joy. The fire that the beast breathes is in the shape of a heart.</p> | <p><b>Greed and solidarity</b></p> <ul style="list-style-type: none"> <li>• What is greed? (<i>Explain what it means to the younger children.</i>) What does it make Bonifacio do?</li> <li>• How does greed affect what happens in the story?</li> <li>• What is your first impression of the beast? And afterwards?</li> <li>• Why do you think the beast saves the children?</li> <li>• How important is solidarity to the way that the story unfolds?</li> </ul>   |
| <p><b>25:49<br/>to<br/>the end</b></p> | <p>Credits. Illuminated manuscript in the form of a keyhole. It’s the end. The friends plan to meet again each summer to camp beside the lake.</p>  | <p><b>Friendship and the joy of reunions</b></p> <ul style="list-style-type: none"> <li>• Who plans to meet again at the lake each summer? Why?</li> <li>• What do the friends feel when they meet again?</li> <li>• How are the feelings of friendship of both children and adults reinforced by these reunions?</li> </ul>   |