

## Minnesota Sinfonia: Music in the Schools - 2019-2020

### *Animals - Our Fascinating Other Neighbors*

**Dear Teachers,**

I am very excited to work with you for this year's Music in the Schools presentation, *Animals - Our Fascinating Other Neighbors*. This program focuses on science and related literature, how people interact with animals, and how we as musicians have used them as an inspiration for some of the music we create and perform.

Following are teaching materials I hope you will find helpful when preparing for our visit:

- **State mandated benchmarks and activities for science and language arts** for each grade level K through six can be supported by using our materials. The Sinfonia welcomes new ideas, so please send us any suggestions you think we could include for the next time we use this curriculum.
- **Master listening CD** that includes the music the Sinfonia will perform, and recordings of songs the students should learn to sing with the orchestra on concert day. Please use this CD in your classroom daily, and feel free to add other classical recordings as you think appropriate.
- **Music for student choirs to sing:** *Old McDonald Had a Farm* and the Somali song, *The Butterfly* are songs that your school choir will perform on concert day with the orchestra. For schools without choirs, the children in one or two grades can serve as the choir. If you cannot play the accompaniments on a piano, then please use the computer-generated accompaniments at the end of the CD when teaching children the music. For school orchestras, please contact Jay directly for the parts for the student orchestra to learn.
- **Teacher surveys** are included with this package, and are also available on line via our website (password: music&animals): <https://www.surveymonkey.com/r/MIS-2012-13>

Please complete the survey (online if at all possible) immediately after the concert day, and if you do the hard copy versions, please mail them to the Sinfonia office (901 North Third Street, #112, Minneapolis. 55401). Thank you.

If at any time you have questions about the curriculum, the music, or how to get started with the activities, please call or e-mail me, and I will be happy to help you. I can be reached through the Sinfonia office (612-871-1701), my home telephone number in Columbus, OH (614-236-0472) or my personal email ([jfishmanmusic@gmail.com](mailto:jfishmanmusic@gmail.com)).

This program has great music for the children to learn. It is imperative that it is played in class every day. Do be aware that we will play excerpts – not full versions of the works, so we can give the students a broader sampling of quality music.

I want to say a very special thank you to Wendi Storhoff, Kathleen Hardy, the Bexley, Oh Public Library, the Columbus Symphony Orchestra, Ahmed Yusuf, Loren Fishman, Barbara Rice for their help with this project.

## Minnesota Sinfonia: Music in the Schools - 2019-2020

### *Animals - Our Fascinating Other Neighbors*

#### Concert Day Activities – What to expect:

**Musician Visits:** In the morning, one or two students from each classroom should come to the auditorium/gym to escort a musician back to their classroom for a 10-15 minute visit. Generally, we are able to send 22 musicians to the classrooms. During this time, the students can ask questions and get to know their musician. Please let the musicians and students interact with as little coaxing from you as possible. We have found that after an initial shyness, the kids tend to open up and really enjoy this time.

**Choir/Orchestra Rehearsal:** During the classroom visits, students in the choir should report to the gym/auditorium to rehearse for the concert. Jay will rehearse them with one or two Sinfonia musicians accompanying, but during the performance, they will sing with the full orchestra. For schools with a string orchestra program, string students also should report to the performance space during the classroom visits, so they can rehearse with the Sinfonia string players. In this case, just 8 Sinfonia wind players will be available to do the classroom visits.

**Concerts:** After classroom visits, the orchestra will perform two times—once for each half of the student body. If possible, students should be grouped by age, with the younger students in one group and older students in the second.

**Evaluations:** During the concert, please remember to keep notes on the reactions of your students, for the follow-up evaluation. Please get feedback from them after the concert as well.

#### **Sinfonia needs for the Concert Day:**

- **32 straight back (folding chairs)**
- **1 good quality speaking PA system for Jay to talk to the students**
- **choral risers (optional) for the student choirs**
- **23 music stands for the Sinfonia's use (if available)**
- **for morning performances – good strong coffee and treats for the musicians.....**

Please call the Sinfonia office and tell us immediately which of the above you do or do not have. Thank you.

All performances on the master listenin CD are full renderings of the particular movements, or are complete performances when they are single movement works. As already mentioned, during the Sinfonia performances, excerpts will be the norm.

Music to be performed chosen from the following:

Florence Price: *The Goblin and the Mosquito* // mosquitos

Camille Saint-Saens: *Lion's Royal March* from *The Carnival of the Animals*// lions

Modest Mussorgsky: *Hatching of the Chicks* from *Pictures at an Exhibition*// baby chicks

Franz Joseph Hadyn: Symphony #82 nicknamed *The Bear*// bears

**Minnesota Sinfonia: Music in the Schools - 2019-2020*****Animals - Our Fascinating Other Neighbors***

Louis Moreau Gottschalk: *Gallop*//horses [computer generated version on CD]

Felix Mendelsson: Scherzo from *A Midsummer Night Dream*//donkeys

Bernard and Jay Fishman: *The Ugly Duckling*//swans [not on CD]

Tchaikowsky: *Dance of the Little Swans* from *Swan Lake* [Marching out music]

Students' songs: *The Butterfly* (Somali song to be sung in Somali and English) and *Old MacDonald Had a Farm*

The total time needed for the *Sinfonia Day* is 2-1/2 hours.

## Minnesota Sinfonia: Music in the Schools - 2019-2020

### *Animals - Our Fascinating Other Neighbors*

#### The Curriculum:

Animals are very important to us. They provide clothing, food, help us with work, transportation and entertain us as pets. Think of your shoes, your belts, some coats, jackets and even skirts, or think of furniture, car seats or rug coverings. Much of these are made out of leather. Animals also provide food. That of course means meat, fowl (chicken, turkey, etc.), eggs, cheese, milk and especially ice cream. In the old days, animals, horses in particular, but oxen as well, would pull plows in the fields for tilling the soil and planting seeds, and then later to help harvest crops. Transportation meant riding horses or having them pull carts, stagecoaches and carriages. And even today they are also used for sport – horse, dog or ostrich races, fishing, and even polo. And, of course animals provide hours of companionship and entertainment when treated as pets.

Because of their importance and versatility, animals also have been a great inspiration for composers. Their individual characteristics, behavior and even the way they move, are all traits that are great fun to describe in musical terms. The music on this program really does not tell stories or portray animals per se. Rather, it is musical descriptions. Whether it is horses galloping in Gottschalk's *Gallop*, donkeys braying in Mendelssohn's *A Midsummer Night Dream*, chicks hatching in Mussorgsky's *Pictures at an Exhibition*, bears growling in Haydn's *82<sup>nd</sup> Symphony*, or even lions roaring in St. Saen's *Carnival of the Animals*, not to mention the array of calls and whatnot in my *The Ugly Duckling*, one can readily see the challenge and fun in using animals as models.

Similar to past curriculums, following are grade level state academic benchmarks with activities that can be used to meet those requirements. At the suggestion of some of the teachers, we are asking all grades to focus on one story, *The Ugly Duckling* – which is also the story that will be told (in an updated version) to the students as part of our program.

All of the grade levels have language arts benchmarks listed, and all of the activities should relate to the story of *The Ugly Duckling*. With the exception of second and sixth grades, life science (animals) benchmarks are also listed. Most of those related activities involve comparisons, looking at pictures, and some research. Use the life science and literature standards to study about the animals, and then listen to the music and have the students connect the sounds they hear to what they have observed and read. Although the primary story focus will be *The Ugly Duckling*, I have included some additional classroom activities for *A Midsummer Night's Dream*, which might be fun and useful in the classroom.

It might be fun to end this project by taking the children on a field trip to Como Park or a farm, and let them actually see the different animals described in this program.

## Minnesota Sinfonia: Music in the Schools - 2019-2020

### *Animals - Our Fascinating Other Neighbors*

#### **Standards by Grade Levels:**

##### **Kindergarten**

##### **Life Science - Structure and Function in Living Systems**

Living things are diverse with many different observable characteristics.

1. Observe and compare plants and animals.

- Identify the external parts of a variety of plants and animals including humans.

*For example:* Heads, legs, eyes and ears on humans and animals; flowers, stems and roots on many plants.

- Differentiate between living and nonliving things.

*For example:* Sort organisms and objects (or pictures of these) into groups of those that grow, reproduce, and need air, food, and water; and those that don't.

#### **Literature:**

- With prompting and support, retell familiar stories, including key details.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.

##### **Grade 1**

##### **Life Science - Structure and Function in Living Systems**

1. Living things are diverse with many different observable characteristics.

Describe and sort animals into groups in many ways, according to their physical characteristics and behaviors.

2. Interdependence Among Living Systems

1. Natural systems have many components that interact to maintain the system.

- Recognize that animals need space, water, food, shelter and air.
- Describe ways in which an animal's habitat provides for its basic needs.

*For example:* Compare students' houses with animal habitats.

3. Evolution in Living Systems

1. Plants and animals undergo a series of orderly changes during their life cycles.

## Minnesota Sinfonia: Music in the Schools - 2019-2020

### *Animals - Our Fascinating Other Neighbors*

- Demonstrate an understanding that animals pass through life cycles that include a beginning, development into adults, reproduction and eventually death.

*For example:* Use live organisms or pictures to observe the changes that occur during the life cycle of butterflies, mealworms or frogs.

- Recognize that animals pass through the same life cycle stages as their parents.

#### **Literature:**

- With prompting and support, retell familiar stories, including key details.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.

#### **Grade 2 –**

#### **Literature:**

- Compare and contrast two or more versions of the same story (e.g. *The Ugly Duckling*) by different authors or from different cultures....
- Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multi-paragraph text as well as focus on specific paragraphs within the text.

#### **Grade 3**

#### **Life Science - Evolution in Living Systems**

2. Offspring are generally similar to their parents, but may have variations that can be advantageous or disadvantageous in a particular environment.

- Give examples of likenesses between adults and offspring in plants and animals that can be inherited or acquired.

#### **Literature:**

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

#### **Grade 4**

#### **Life Science - Structure and Function in Living Systems**

1. Living things are diverse with many different characteristics that enable them to grow, reproduce and survive.

## Minnesota Sinfonia: Music in the Schools - 2019-2020

### *Animals - Our Fascinating Other Neighbors*

- Compare how the different structures of plants and animals serve various functions of growth, survival and reproduction.

*For example:* Skeletons in animals and stems in plants provide strength and stability.

- Identify common groups of plants and animals using observable physical characteristics, structures and behaviors.

*For example:* Sort animals into groups such as mammals and amphibians based on physical characteristics.

#### **Literature:**

- Refer to details and examples in a text when explaining what the text says, explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details – summarize the text.

#### **Grade 5**

#### **Life Science - Structure and Function in Living Systems**

1. Living things are diverse with many different characteristics that enable them to grow, reproduce and survive.

- Describe how plant and animal structures and their functions provide an advantage for survival in a given natural system.

*For example:* Compare the physical characteristics of plants or animals from widely different environments, such as desert versus tropical, and explore how each has adapted to its environment.

#### **Interdependence Among Living Systems**

1. Natural systems have many components that interact to maintain the living system.

- Describe a natural system in Minnesota, such as a wetland, prairie or garden, in terms of the relationships among its living and nonliving parts, as well as inputs and outputs.

*For example:* Design and construct a habitat for a living organism that meets its need for food, air and water.

## Minnesota Sinfonia: Music in the Schools - 2019-2020

### *Animals - Our Fascinating Other Neighbors*

#### Literature:

- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

#### Grade 6

#### Literature benchmark

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

#### The music:

#### **Camille Saint-Saens (1835-1921) *Lion’s Royal March from The Carnival of the Animals***

- French romantic composer who composed symphonies, operas, concertos and a special piece for children, *The Carnival of the Animals*
- The Carnival is in 14 movements, and humorously describes a variety of animals, including elephants, lions, tortoises, donkeys from Tibet, kangaroos, and in the most famous movement in the entire work, the swan.
- Aside from being an outstanding composer, Saint-Saens also was an expert mathematician, well-respected philosopher and writer of plays and poetry.
- he composed the Carnival and his third (and most popular) symphony in the same year of 1866.

The excerpt on the Sinfonia program is the first animal portrait in the piece, and depicts the stately gait and roar of the king of the jungle.

#### **Modest Mussorgsky (1839-1881): *Ballet of the Chicks in their Shells from Pictures at an Exhibition***

- Russian Romantic composer who composed operas and piano music, and is famous for his *Night on Bald Mountain* and *Pictures at an Exhibition*, both of which were piano pieces and orchestrated by other composers.
- much/most of his music was inspired by Russian history, folk stories and nationalistic themes.
- *The Pictures at an Exhibition* are musical portraits of sketches, watercolors and scenes that were created by Mussorgsky’s artist friend, Victor Hartmann. The pictures were part of an exhibition put on by the artist’s friends as a memorial.



## Minnesota Sinfonia: Music in the Schools - 2019-2020

### *Animals - Our Fascinating Other Neighbors*

The music on this program is an excerpt of a picture/ballet (little dance) of chicks hatching from their shells.

#### **Franz Joseph Hadyn (1732-1809): Symphony #82 *The Bear*, movement IV**

- considered to be the father of the modern day “classical” symphony.
- composed 104 symphonies, the last 12 of which are considered to be the pinnacle of the classical symphony.
- many of his most famous symphonies have nicknames such as *the clock*, *the military*, *the surprise*, and even though the symphony on this program is #82 (not one of his last ones), it has the nickname of *the bear*.
- the fourth movement starts with a low sustained note in the cellos and basses, which sounds like a growl – the sound of a bear growling??

#### **Felix Mendelssohn (1809-1847): Scherzo from *A Midsummer Night’s Dream*:**

- early on was recognized as a musical genius.
- composed symphonies, concertos, chamber music (for small groups of players), piano music, most of which is still performed today.
- started to compose the incidental (accompanying) music to *A Midsummer Night’s dream*, when he was only 17.
- although the music from *A Midsummer Night’s dream* was composed to accompany Shakespeare’s play, it is often played separately on concert programs.
- scherzo (heard on this program) means joke, and in the context of this piece, probably refers to the light character of the music, and the sounds of a donkey braying.
- also was interested in other composers and their music, and helped to resurrect the music of Johann Sebastian Bach, who was all but forgotten during Mendelssohn’s time.

*A Midsummer Night’s Dream* is a story that relates well to adolescents and their emotions and behavior.

This story is a charmingly light and often silly tale. Aside from the language, the biggest difficulty for readers is the potential confusion of the characters. The easiest solution to this problem is to have the students actually do a class reading (at least of one or two of the forest scenes), each student taking a different character, and then after discussions, produce a limited staged production.

This story can be the basis for discussions on interpersonal relationships. Just as the two sets of lovers quarrel and insult each other, that often happens between students, and/or siblings as well. This can lead to a discussion of how to be friends, how to treat each other with respect, and how not to berate one another.

#### **Suggested Readings:**

*A Midsummer Night’s Dream* retold by Bruce Coville, Dial Books (a division of Penguin Books), NY ©1996

## Minnesota Sinfonia: Music in the Schools - 2019-2020

### *Animals - Our Fascinating Other Neighbors*

*A Midsummer Night's Dream*, retold by Leon Garfield (HBO animated tales series), Alfred A Knoph, NY ©1992

#### **Florence Price (1887-1953): *The Goblin and the Mosquito***

- born and raised in Arkansas, into a mixed race family.
- her mother was a music teacher and started Florence with piano lessons, and she gave her first piano recital at age 4.
- studied at the famed New England Conservatory of Music, and later at the Chicago Music College, University of Chicago and the American Conservatory of Music.
- in 1910, she became the head of the music department, Clark Atlanta University, a historically black Univeristy.
- in 1927, because of the Jim Crow laws, several racial incidents and a lynching, the Price family moved from Little Rock, Arkansas to Chicago.
- in Chicago, she became friends with several prominent black artists, including writer Langston Hughes and singer Marion Anderson.
- in 1932, Price won first prize in the Wanamaker Foundation Awards for her Symphony in e minor, which was then premiered in 1933 by the Chicago Symphony – making her the first African American composer to have her work performed by a major American orchestra. The symphony was subsequently recorded by the Chicago Symphony conducted by Frederick Stock.
- Price's output was considerable and included chamber works, a violin concerto, four symphonies, art songs and arrangements of spirituals.

#### **Peter Tchaikovsky (1840-1893): *Waltz of the Swans from Swan Lake* [waltzing out music]**

- considered to be one of Russia's most important Romantic composers.
- composed great symphonies, concertos, chamber music, operas and ballets.
- some of his most popular works include the ballets for *The Nutcracker*, *Swan Lake* and *Sleeping Beauty*, the *1812 Overture* and his *March Slav*.
- Russian folk music and folk stories permeate his works, and often the folk melodies can be heard in his most important works.

#### **Louis Moreau Gottschalk (1829-1869): *Gallop***

- is often considered to be America's first great pianist.
- his mother was Creole, his grandmother came from Saint Dominigue and his father from Germany.
- his music certainly was influenced by his mother's heritage, as it was regularly played in the house as he was growing up, and exposed him to the songs and rhythms of West Indian and African cultures.
- he toured the world, and gave concerts in the United States, Africa, Central and South America, Europe, Cuba, and even for President Abraham Lincoln

#### **Jay and Bernard Fishman: *The Ugly Duckling***

- As a father and son team, the Fishman's have created music and adaptations of several fairy tales that have been used in the Sinfonia's Music in the Schools programs.
- Others stories set to music include *The Life and Times of Benjamin Franklin*, *Bears*, *An*

## Minnesota Sinfonia: Music in the Schools - 2019-2020

### *Animals - Our Fascinating Other Neighbors*

*Enchanted Journey, Balabub* (all original stories), *Cinderella, The Nightingale and The Ugly Duckling*.

- Jay Fishman is the conductor of the Minnesota Sinfonia, has been conducting in the Twin Cities for 41 years, and has conducted close to 2,000 performances during his 51-year career.
- Bernie (Bernard) Fishman is a published author of children's stories, owner of Beat Box Records, the coolest vintage record store in San Diego, and is a much sought-after DJ in the San Diego, CA region.

Hans Christian Andersen wrote *The Ugly Duckling* in 1843, during a time when values and interpersonal relationships were viewed differently than today. It is a story that questions values, bullying and interpersonal relationships. The story offers several valuable teaching moments, and starting points for class discussions:

- how one views and interacts with people from various ethnic backgrounds, and or who have different characteristics.
- how to assess/differentiate interactions between people in general.

#### **Suggested Readings:**

##### **Grades K-2**

*The Ugly Duckling* retold by Tracy Howell, G.P. Putnam's Sons, New York, © 1990

*The Ugly Duckling* retold by Pirkko Vainioi, NorSouth, New New York/London, ©2009

*The Ugly Duckling* a Story House Book, retold by Sebastian Braun, Boxer Books Limited, London, @2010

*The Ugly Duckling* retold by Jerry Pinkney, Morrow Junior books, New York, © 1999

##### **Grades 4-5**

*Fractured Fables Anthology, The Ugly Duckling* retold by Neal Shusterman, also by Napoli Danna Jo Napoli

**Minnesota Sinfonia: Music in the Schools - 2019-2020**

***Animals - Our Fascinating Other Neighbors***

***The Ugly Duckling***

**Revised and updated by Bernard Fishman**

*Once Upon a Time*, in a pond just over the horizon, lived a mother duck. She had been sitting on her eggs for ages, and was getting pretty sick of it. She dreamed of the day when she could swim in the pond, eat whatever she wanted, and fly up into the sky without worrying about her babies being eaten. You know, the normal things mothers worry about. One day, almost in desperation, she thought to herself, "I hope these ducklings make it out before nighttime, I want them to come out sunny side up,"

Suddenly, she heard an egg crack. And then another, and another, until all but one of the eggs had hatched. Staring at the last egg, mother duck froze in disbelief. "Horn toad over easy!" she bellowed. "This egg looks just like a potato. I've been bamboozled! [Sigh] But I have waited this long for it to hatch, so maybe I'll sit a little longer."

So while the baby ducklings splashed in the pond. Mother duck sat on the last egg. Finally, she felt a wiggle, and then another, and a few more, until BBWWAAHHH?!?!?! What on earth? This is the ugliest and most revolting poor excuse for a duckling I have ever seen! The other ducklings also thought their new brother was ugly. In fact, they found him so ugly that they named him Grezango, after the hideous ogre in their favorite storybook. Day after day, they bullied and teased him. First, they pecked him with their small beaks. Then they flapped him with their wings, flipping him upside down, so just his little flippers were left poking up out of the water while he desperately tried to turn back over.

All these things were bad, but they were nothing compared to what the meanest duckling did. His real name was Ferdinand, but everyone called him Quack Nasty, because he was the biggest and nastiest duckling in the pond. When Quack Nasty was around, he would pick Grezango up like he was only a feather, twirl him on his beak, pound him like a freshly made pizza dough, and then throw him to the ground with a thud. After being treated so badly for so long, Grezango sometimes wished that his egg had been scrambled. Things got so bad that eventually he had had enough.

Early one morning he packed a few things, and waddled off into the woods. After what seemed like days, but really was only a few hours, he found a new pond with two ducks (and no Quack Nasty) playing in the water. "What's up doc?" said the first duck. "Whoeee, you sure are an ugly one," said the other. But they both agreed that Grezango could play with them. While swimming with the ducks, Grezango gazed across the lake and noticed two geese. They looked a little different, and so he decided to go check them out. "You can play with us," the biggest goose said. "Yea, as long as you don't squawk at my sister," said the skinnier one.

All seemed to go along swimmingly, but in the distance, trouble loomed. The faint sounds of a hunting party were in the air...And as they advanced, Grezango could hear their guns a-blazing. Scared quackless, Grezango hid in the reeds by the edge of the water. After hours and hours of

**Minnesota Sinfonia: Music in the Schools - 2019-2020*****Animals - Our Fascinating Other Neighbors***

trembling with fear, waiting for the hunters to leave... Grezango finally picked himself up and started off on his way.

Over the next few days, he had many more adventures, first meeting a cat, a hen, and even an old woman who jabbered on and on about this and that, and that and this. The cat and the hen both thought themselves the smartest and craftiest creatures this side of Timbuktu. And they kept telling Grezango how pretty they were, and how ugly he was. They even told him that he should get plastic surgery to look better, but Grezango did not want to be mistaken for a plastic duck in a shooting gallery, so he respectfully declined. They kept clucking so much that Grezango soon grew sick of them, and decided to move on.

With a spring in his waddle (he still couldn't fly), he marched along until he found another pond, and quickly dove into its cool waters. When he came up he saw... Holy duck feathers! ...Two swans, two of the most beautiful creatures ever to live, were swimming nearby. They had pearly white feathers, and moved with such grace and gentleness that Grezango was in awe. Embarrassed by his ugliness, this was the first time he considered the plastic surgery. Days turned into weeks, and soon the great winds blew in from the north. The swans flew south for the winter, and Grezango, who still could not fly, was left alone in the icy pond.

It was a cold and very difficult winter. Grezango had no friends to play with, and became lonely and despondent. He did have one more adventure, which all but sealed his fate. Early one morning, when the temperature was at its coldest, and Grezango was shivering in the freezing pond, he was seen by a woodsman. Drooling with delight, the woodsman thought that Grezango would make an excellent Sunday dinner. With lightening speed, he caught Grezango, threw him in a sack, and marched home to show off his prize to his wife and children. The woodsman's children were excitable little demons, and as soon as they saw Grezango, they chased him all over the house, and had a grand old time with him. Grezango on the other wing, was scared for his life, and fluttered all over the house. The woodsman's wife soon had enough, grabbed a broom, and with a shriek, chased him out of her house. "This is reduckless," Grezango muttered to himself as he scurried into the meadow. With a quack skidaddle, he dove into another new pond, hoping above hopes for a ray of sunshine in his otherwise bleak existence.

After looking across the way, he saw a group of swans. "They are beautiful, no doubt, Grezango thought, but that won't stop the hunter from shooting them. They can be eaten just as easily as me." He waddled over to the water, gazed down at his reflections, and now saw himself in a new light. And that's when it hit him. He realized that his true strength and beauty came from within. He didn't need plastic surgery and he didn't need other ducks helping him, because he could help himself. He realized that others had viewed him as ugly because he viewed himself that way. With this newfound confidence, he ceased to care what other animals thought of him. He swam over to the swans, and when they saw how confident he was, they all stroked their beaks on his feathers, welcoming him into their clan. Grezango found a happiness he never imagined possible, and he lived to be a wise old bird, one of the most exquisite creatures ever to float upon this earth.