"Are you pleased now?" the boulder said.
"I am, but I wish you'd slow down. You're hurting my heels."
"I thought you wanted to see me run ..."

Suddenly Wolverine fell down, and the boulder rolled right on top of him. "Get off! You're breaking my body!" he yelled. But the boulder just sat there and went on breaking his body.

Now Wolverine called on his brothers to help him.
"Wolf, get rid of this boulder!"
"Fox, get rid of this boulder!"

Neither Wolf nor Fox would help him. They said it was only fair, since he'd insulted the boulder, that he be stuck under it.
"Frog, come here and help me get rid of this boulder!"

Frog tried to lift the boulder, but his hands were so slippery that he couldn't move it at all.
"Mouse, can you help me?"
"Sorry, brother," said Mouse, "but I'm too small."

At last Wolverine called on his brother Thunderstorm. Thunderstorm took one look at him and roared with laughter. "What are you doing under that boulder, brother?"

"Being silly again," sighed Wolverine. "Now will you please help me get up?"

Thunderstorm called on Lightning, who zigzagged down from the sky and struck the boulder bamm! It broke into many, many little pieces.

That's how rocks were born.
From then on Wolverine said only kind things to these rocks.
For he did not want his body broken again.

Activities

1. Using information, ideas, and images from the story, write a diary entry as if you were the boulder. Include your thoughts, feelings, and experiences. Focus on descriptive and powerful language. In a small group, read your diary entries to each other. Consider how the story changes when interpreted from another point of view. Does the meaning stay the same? Is it easier or more difficult to understand? Why?

2. Present the story orally. Work as a class to develop criteria for an effective oral interpretation, and come to a class consensus on the criteria for evaluating the oral readings. In small groups, assign roles for each character, plus a narrator. Practise reading your roles within the group, using praise and encouragement, as well as suggestions for improvement. Present your version to another group and evaluate each other according to the predetermined criteria.

3. Work with a partner to create a script for the movie version of this story. Include directions to the actors regarding tone of voice and emphasis. Also include information about lighting, camera angles, scenery, props, and dialogue to help maintain the mood and develop interest. (Directions should be in italics if a word-processing program is available, underlined if not.)