

# FAIRY TALES

➤ Learning outcomes:

- To know the differences and similarities of traditional tales
- To recognize the conventions of fairy tales
- To be able to analyse the language used in fairy tales
- To be able to point the techniques used by writer to catch reader's attention
- To be aware that fairy tales exist in all cultures and were transmitted orally

➤ Assessment criteria:

- Can appreciate and respect traditional tales in different cultures
- Can write a fairy tale considering the main conventions

**Write here the facts you find out about Fairy Tales**



# Cinderella

## GENERAL QUESTIONS

- What is this traditional tale about?
- What are the main differences between the traditional tale and the *Revolting Rhymes* version?



- **Complete the photocopy: *Spot the difference!***
- The traditional voice of the narrator is gentle, kindly and loving. In what ways is this narrator different?
- At what point did you first know that this is a very different story?
- When Cinderella is introduced, *How did you know she was different from traditional character?*

**Anachronism:** It is something that is historically out of place

Can you find examples in the story? How do you explain the affect of anachronism?

- What lesson are we taught by this fairy story? Do you agree with the moral?

**SPECIFIC QUESTIONS: EXTRACT**

- **Task 1:** Underline the verbs in this extract that are substituted for *said*
  
- **Task 2:** Circle the verbs that create a scene of frantic action: *Chopped*,
- **Task 3:** Mark the line that signals a change of scene from high madness to the ordinary happenings of the day.

This literary device of sudden switches from high drama to the mundane is called **bathos**.

- ❓ **Task 4:** How does the use of bathos affect the reader?

**Final Task:** *When people hear of the beheading of the sisters there is a public outcry. As a result of the fuss, the Palace agrees to conduct an inquiry into the accident.*

**In groups of six people, you are going to recreate the crime scene as part of the investigation.** There are six roles: the Prince, Cinderella, two ugly sisters, a guard and a servant.

The words that are spoken by four of the characters must be taken from the sheet. The two new characters need to improvise their lines. Discuss what they may have said during the incident.

At the end of each replay, the class (acting as inquiry team) must ask questions of characters in order to clarify exactly what each character heard and saw.

The class will comment on the quality of the productions using the photocopy "**The Scene of the Crime**".



- **Task 5:** Why the lesson in this story makes us laugh?

### Read the extract and complete the tasks

- **Task 1:** Underline the names that Mum calls Jack.
- **Task 2:** Circle two events that show how little she cares for her son.
- **Task 3:** Why do we laugh when the words *vacuum-cleaner*, *Mini* and *Rolls* are mentioned?
- Do you remember how that is called?

### Final task: A Sequel

- **You are going to create a sequel to “Jack and the Beanstalk”.**
  - It will be written in prose and in traditional fairy-tale language.
  - You shouldn't try to make them amusing.
  - Imagine that your new friend, Jack, tells you the secret of the beanstalk and asks you to climb the beanstalk with you.

#### **Planning the sequel**

- In groups of three, you can start completing the photocopy “**A Sequel**” as preparation. Think of ideas together.
- **Homework:** Develop and write the story individually.

#### **Next Day**

- The story must be told in oral tradition of storytelling.
- You should take turns to listen to one another's stories. You can ask questions and give advice how to improve the story.

# Little Red Riding Hood



Read the whole story and discuss:

- ❖ Why the opening scene is funny rather than horrific?
- ❖ Read the lines from *He quickly put on Grandma’s clothes to Then sat himself in Grandma’s chair*. What effect does this detailed preparation have on the reader?
- ❖ In the traditional tale of “Little Red Riding Hood”, **she is a passive character**. What does “passive” mean?
- ❖ Is she a passive character in the *Revolting Rhymes* version?
- ❖ Working in groups, compile a list of good and bad female characters from fairy tales.

Good	Bad

- ❖ Discuss these and re-organise them on the whiteboard under the headings of “passive” and “Pro-active”.
- ❖ Are good female characters generally active or passive? What about bad female characters?

**Read the extract and complete the tasks:**

❖ **Task 1:** Discuss the clever humour of the lines *“That’s wrong!” cried Wolf. “Have you forgot, To tell me what BIG TEETH I’ve got?”*

❖ **Task 2:** In this rhyme Dahl has changed the tense. **In what tense has the beginning of the story been written?**

However, four lines have been written in the present. Underline them. Rewrite these sentences in the past tense. Compare past and present tense versions.

**Are the lines as effective in the past tense? Why is this?**

❖ **Task 3:** Complete photocopy **“Vivid events”**. People often describe dramatic incidents that happen in their lives in the present tense. Choose one of the beginnings in the photocopy and complete the story.

**The present tense** is used to tell a story more vividly, to heighten a dramatic effect

❖ **Task 4:** Complete the **Wanted** poster

❖ **Task 5:** What does the final line tell us about the character of Red Riding Hood?

**Progress check:**

**Choose your favourite rhyme and answer the following questions to evaluate it:**

**Name of the rhyme:** \_\_\_\_\_

- What is the moral of the tale? Do you agree with this? Gove reasons for your answer.

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- What is the funniest part and what makes it funny?

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- What is the most shocking part and what makes it shocking?

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- For what age group is this tale suitable/not suitable? Why?

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- Which character would you like to meet and what questions would you ask them?

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