



Fractured Fairy Tales

Pre-Visit Lesson Plan

Materials:

- Story book of one of the following classic fairy tales:
 - *Cinderella*
 - *Goldilocks and the Three Bears*
 - *Snow White*
 - *Sleeping Beauty*
 - *The Three Little Pigs*
 - *Hansel and Gretel*
- Classroom reading space
- Pencils
- Worksheets {attached}

Goal/Objective:

The Fractured Fairy Tale class at The Paley Center for Media focuses partly on the elements of a story, including plot, characters, setting, and problem/solution. This pre-visit lesson will help students become comfortable with these terms and using them to dissect a story. Students will also become familiar with several fairy tales, which will encourage deeper dialogue during the museum visit and class.

Procedure:

Introduce the following terms to the class: setting, plot, and characters.

Setting – the “where” of a story

Plot – the “what” of a story

Characters – the “who” of a story

The Problem/Solution – the “why (do we care)” of a story

Keeping these new concepts in mind, read one of the fairy tales listed above to the class. When finished, review the story as a whole, asking, “What happened in the story?” See if the students can collectively identify the various elements within the story.

Using the story and their class discussion, have the children complete the “What’s in a Story?” worksheet individually. The “Story Elements” worksheet offers a more open ended approach to these ideas, and could also be used to further illustrate the concept of story elements.

Assessment:

Following this activity, students should be very comfortable with the concept of story elements, and should be able to discuss and dissect the various parts that go into constructing a story.

Going Forward:

This worksheet can be used several times with different stories to effectively convey the elements in a wide variety of books, tales, or stories. Try it with a number of fairy tales, or other stories to show how universal the ideas of characters, plot, setting, and problem/solution are.



Name _____ Date _____

What's in a Story?

The book we read as a class was _____.

The main characters were _____
_____.

Where did the story take place? _____

This is what the setting looks like...

What happened to the main characters in the plot of the story? _____

What was the problem in the story? _____

What was the solution? How was the problem solved? _____



CLASS PROGRAM

Name _____ Date _____

Story Elements

Directions: Describe each element of the story you read in the boxes below. You can use words or pictures.

The Setting	The Characters
The Plot	The Problem/Solution



Post-Visit Activity

Materials:

- Storybook of classic Little Red Riding Hood
- Worksheet
- Pencils

Location: Classroom

Goal:

After cementing the concepts of plot, characters, and setting within a story, students can start to play with the elements of a story to see how each interacts with the other. In this activity, students will have the chance to stretch their imaginations and use their creativity to imagine how changing, or “fracturing,” one element of the story will change everything else.

Procedure:

Read the story of Little Red Riding Hood to your class. After their trip to The Paley Center for Media, the students will be familiar with the story of “Little Red Happy Coat.” After reading the traditional version, lead a short discussion reviewing how changing the setting to China changed other elements of the story (i.e. the woodsman is now an herbalist, the food references within the story, the houses/physical setting, the characters’ appearances and how they interact with each other, etc.)

After reflecting on it as a class, have students complete the attached worksheet that has them consider different variations on the story. This can either be completed individually or in small groups.

Assessment:

After this activity, students will be even more comfortable and familiar with the elements of a story, and will understand how these elements interact with each other to form a cohesive unit. They will be able to think creatively about original content and may have the chance to create or go further with their ideas to develop new stories with the “going forward” activities.

Going Forward:

Break students into small groups and assign each group one of the three fractured changes that were on the worksheet. Have the groups further discuss the fractured stories as they now see them. Then have them act out the fractured fairy tale with their new changes in skits in front of the class.

Have students come up with their own fractured idea that would change the fairy tale. Separate them into pairs and have them propose their change to their partner, who would come up ways the story may be possibly altered with the change.



Name _____

Date _____

FRACTURED LITTLE RED RIDING HOOD

Little Red Riding Hood now takes place on the moon! How would the characters and plot change?

Imagine if the story were told from the wolf's perspective. How would the plot change?

What if Little Red Riding Hood was set in a big city instead of the woods. How would the setting change? Describe her house and how her journey to grandma's house would change.
