

## Introduction

This unit is designed with third grade standards in mind; however, each lesson includes suggestions for how to adapt it to older students at the end. Day “0” is an optional preteaching lesson. The paragraph assignment at the end can be scaled up to longer writing for older students or as an extension, or can be heavily supported with graphic organizers (such as a “hamburger paragraph” graphic organizer). Most lessons require internet access and will be greatly aided by access to a school or public library or the online versions of the Toledo Public Library–Libby/Sora and Hoopla.

## Outline

### Day 0

**Preteaching** for younger students, English Language Learners and students who need more support.

Lesson Plan: [PDF 2 Day 0\\_ Preteaching .pdf](#)

Four Square Worksheet: [PDF 3 Vocabulary 4 Square Worksheet.pdf](#)

### Day 1

**Reading the story**– all ages

Lesson Plan: [PDF 4 Day 1\\_ Reading the story .pdf](#)

“Little Snow White” full text: [PDF 5a \\_Litte Snow-White\\_ full text with questions.pdf](#) ,

[PDF 5b \\_Litte Snow-White\\_ full text without questions.pdf](#)

or a picture book version of Snow White from the library

Different Versions of a Story Graphic Organizer:

[PDF 6 Different Versions of a Story Graphic Organizer.pdf](#)

### Day 2

**Alternate versions**, introducing compare and contrast

Lesson Plan: [PDF 7 Day 2\\_ Alternate Versions.pdf](#)

Comparing Illustrations hand out: [PDF 8 Comparing Illustrations from Fairy Tales.pdf](#)

Additional versions of Snow White from the library

Different Versions of a Story Graphic Organizer:

[PDF 6 Different Versions of a Story Graphic Organizer.pdf](#)

Day 3

### **What is a Ballet ?**

Lesson plan:  9 Day 3\_ What is Ballet?.pdf

Ballet Facts for Kids hand out:  10 Ballet Facts for Kids .pdf

Day 4

### **Comparing a Ballet to a written story: Before watching**

Lesson Plan:  11 Day 4\_ Comparing a Ballet to a Written Story, Before Watching.pdf

Youtube Videos:  Little Red Riding Hood - Read Aloud Kids Book - A Bedtime Stor...

 The Sleeping Beauty – Red Riding Hood divertissement (Pitchley-Gale, Mock; Th...

Different Versions of a Story Graphic Organizer:

 6 Different Versions of a Story Graphic Organizer.pdf

Day 5

### **Comparing a Ballet to a written story: After watching**

Lesson Plan:  12 Day 5\_ Comparing a Ballet to a Written Story\_ After watching.pdf

After Watching Worksheets:

 13a After Watching Snow White Questions (Elementary Version).pdf ,

 13b After Watching Snow White (Middle\_ High school Version).pdf

## Day 0: Preteaching

### Objective

At the end of the lesson, students will be prepared to begin learning about the story of “Snow White” through anticipation activities and activating prior knowledge.

At the end of the lesson, students will be able to understand the meaning of at least four of the vocabulary words.

### Standards

CCSS.ELA-Literacy.RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA-Literacy.RL.3.2

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.

### Lesson

**Anticipation activity:** Instruct your students to listen to the following questions. They should move to the left side of the room if they think yes and the right side of the room if they think no. (Alternatively, students can point if moving is difficult). Questions can be worded in such a way as to be more appropriate for older students by adjusting the phrasing.

#### Yes or No

You love princess stories.

You think being pretty or not is important. (Beauty is in the eye of the beholder)

You think everyone gets jealous sometimes.

You think it's important to be kind to strangers.

You think you can't trust strangers.

You think you can love someone you just met. (Love at first sight exists)

You think it is important to keep your room and other spaces clean.

You believe magic is real.

You have been to a ballet before (like The Nutcracker) or have taken a ballet class.

You like to dance.

## Story Preparation

Ask the class: how many of you have read, heard, or watched a fairy tale? What makes a story a fairy tale?

Ask: How many of you have heard of the story of Snow White before?

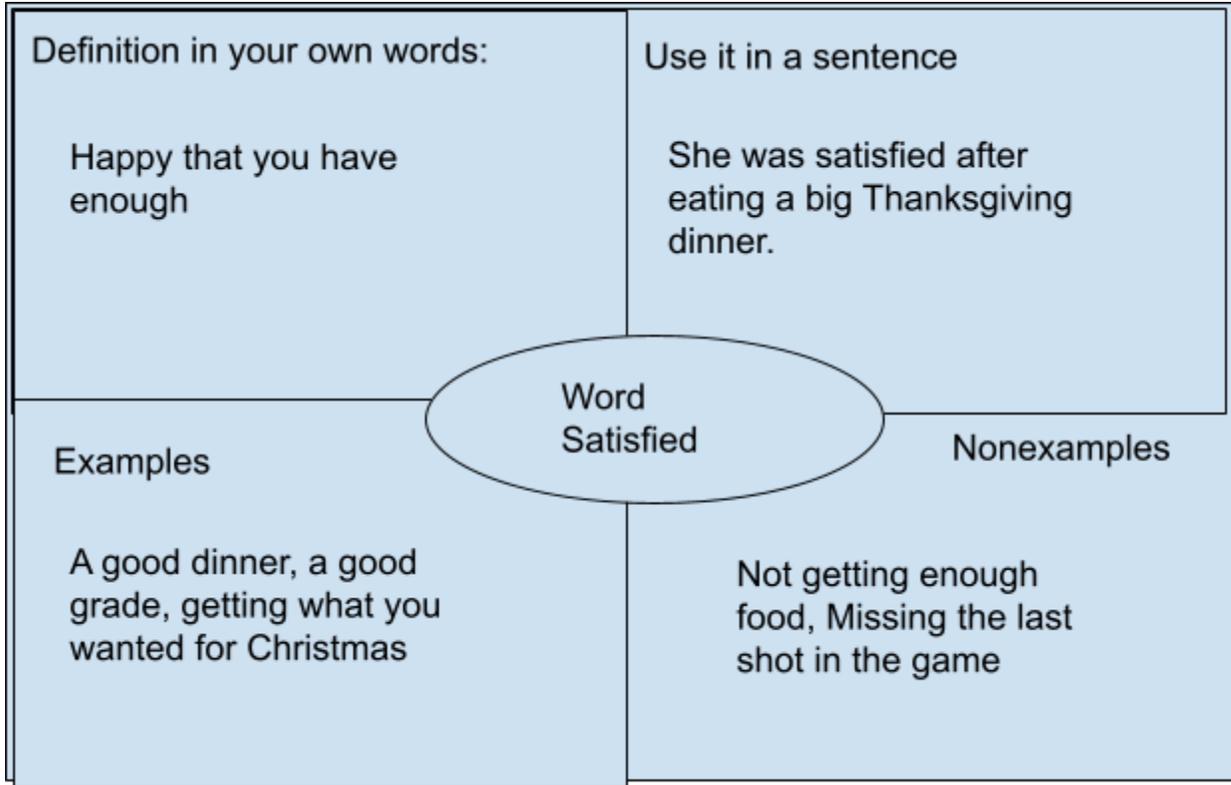
Ask them to recount the story out loud. Explain that we are going to be experiencing this story in different ways than they have before. Today we will prepare and we will read the story tomorrow.

## Vocabulary

Give the student a list of the 10 vocabulary words. Hand them a copy of the vocabulary four square worksheet. Assign each student 3 or 4 words to complete (or have them work in groups)

1. **Satisfied**—happy because you got what you wanted.
2. **Ebony** – A very dark or black wood.
3. **Envy** – A feeling of jealousy when you want something someone else has.
4. **Imprint** – A mark made by pressing something onto a surface.
5. **Orderly**—neat and carefully arranged.
6. **Examined**—to look at or investigate something carefully
7. **Transparent** – Clear, so that things can be seen through it.
8. **Pity**—to feel very sorry for someone else
9. **Majesty** – Greatness or dignity; the quality of being impressive or grand.
10. **Terrorized** – Made to feel very frightened.

Example:



Instruct each student to share one of their four squares with the class.

### **Using this material with other grades:**

This lesson is primarily designed for younger students, English Language Learners, and students who need more support. This material can be used for other grades by focusing on more difficult words within the text, or focusing on understanding vocabulary in context. Alternatively, this lesson may be omitted for older students.

Name \_\_\_\_\_

### Vocabulary 4 Square Worksheet

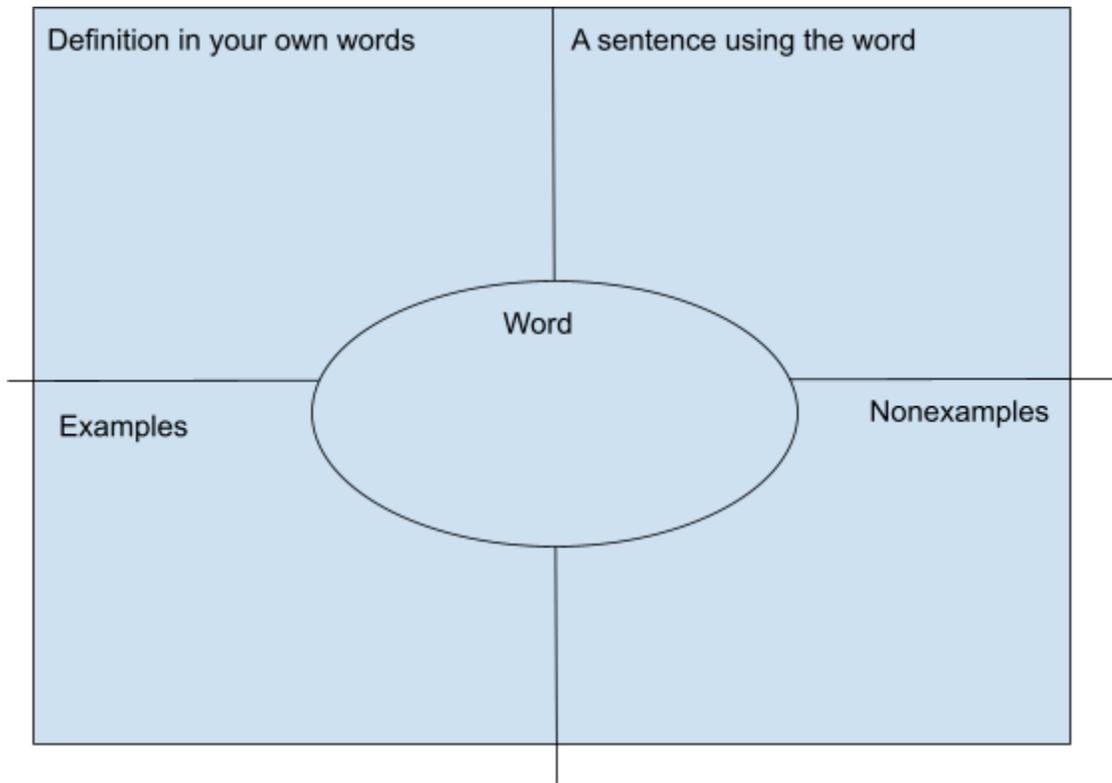
1.

Definition in your own words	A sentence using the word
Word	
Examples	Nonexamples

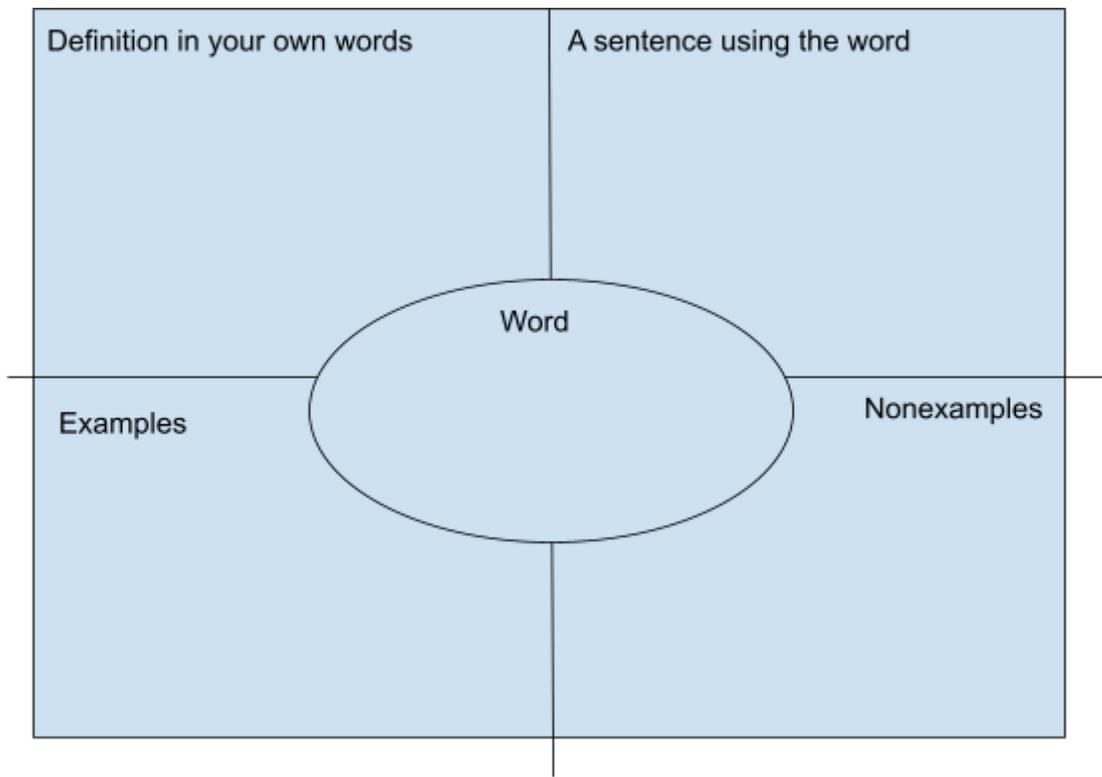
2.

Definition in your own words	A sentence using the word
Word	
Examples	Nonexamples

3.



4.



## Day 1: Reading the Story

### Objective

Using the text and resources provided, students will be able to answer reading comprehension questions about the story “Little Snow White”

At the end of the lesson, students will be able to recount the story of Snow White verbally or in writing.

### Standards

CCSS.ELA-Literacy.RL.3.2

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.

### Lesson

**Anticipation activity:** Ask students to tell the story of Snow White one sentence at a time. Each student will tell one sentence of the story, then the next will pick up from there until the story is told. If the class is large, students can break into groups for this activity.

#### Reading the story:

There are a few options for reading the story here. You can read the original Brothers Grimm text that is a part of this unit aloud (or students can read it independently). Teachers may wish to stop before the evil queen’s fate is revealed as it is somewhat violent.

Alternatively, Toledo Lucas County Public library has 3 copies of an illustrated version of the text here: <https://toledo.bibliocommons.com/v2/record/S218C1617411> .

Finally, there are several other illustrated versions of the story available at the library or on Hoopla as well, if you do not desire to use the original text. Simply omit the vocabulary lesson if that is the case.

Suggested versions:

Snow White Susan Purcell (phonics practice version)

1 digital copy on Libby/Sora

Snow White and the Seven Dwarfs

Wanda Gag (classic)

1 digital copy on Libby/Sora

## The Story of Snow White and the Seven Dwarfs (Disney Version)

### Hoopla

As you read the story, stop to ask the questions (or have the students stop). They are embedded in the version of the story included with unit, but are also as follows:

#### 1. Why did the queen want to kill Snow-White?

- a) She was jealous because Snow-White was more beautiful than her
- b) Snow-White broke her favorite mirror
- c) Snow-White ate her food

#### 2. How did Snow-White end up at the house of the seven dwarfs?

- a) She was invited by the dwarfs
- b) She ran away from her stepmother and got lost in the forest
- c) She found a map

#### 3. What did the dwarfs ask Snow-White to do to help her stay safe?

- a) Hide in a closet where they were not there.
- b) Look both ways before crossing the street.
- c) Don't let anyone in if the dwarfs aren't home.

#### 4. What did the evil queen do to try and hurt Snow-White after she escaped?

- a) She gave Snow-White a poisoned apple
- b) She locked Snow-White in a tower
- c) She made Snow-White clean the house

#### 5. How was Snow-White brought back to life after eating the poisoned apple?

- a) She woke up on her own
- b) A servant tripped and the apple fell out of her throat
- c) The dwarfs gave her a special medicine

### Application

Once the students have finished reading/ hearing the story, talk about the story together.

- Who are the characters in Snow White?
- Where does the story take place?
- At the beginning of the story, why can't Snow White live safely at home? (identifying the problem)
- What is the evil queen's first plan to get rid of Snow White?

- When that plan doesn't work, what does Snow White do? Who helps her?
- What is the evil queen's second plan to get rid of Snow White? What kinds of poisoned items does she give her?
- Who sees Snow White in the forest? What does he do?
- How does Snow White come back to life?
- (optional) What happens to the Stepmother?
- What is the moral of the story? What might a parent want a child to learn reading this story?

Students should then fill out the attached graphic organizer for the first version of Snow White. If you are using an illustrated version, do the illustrations column for this story. If not, then skip it. If you wish, instead of individual graphic organizers, this can be completed as a whole class anchor chart instead.

## **Using this material with other grades:**

For older grades, this lesson should focus on the theme and summary aspects of the lesson as opposed to the text comprehension questions. Have the students read the Brothers Grimm version of the story independently and answer the following questions. You can ask students to cite textual evidence for their answers as well. At the end of the story, ask the students to write a five bullet point summary.

Jr. High/ Middle School:

- 1. How is this version of the story (the original) different from other versions you might have heard?**
- 2. Who is the main character in the story? Who does most of the actions? Why do you think that is?**
- 3. The queen is obsessed with her appearance. How does that affect her relationship with Snow-White? Explain how her feelings of jealousy evolve throughout the story.**
- 4. The dwarfs serve as protectors for Snow-White. In what ways do they demonstrate kindness and wisdom? How do their actions contrast with the queen's cruelty?**
- 5. What role does luck play in Snow-White's survival and ultimate return to life? Consider the prince's role in her resurrection and what it symbolizes about the themes of good versus evil in the story.**

High School use the above questions as well as

1. In "Little Snow-White," the concept of beauty is central to the plot. How does the story critique society's obsession with external appearances, particularly through the character of the queen? Analyze the consequences of this obsession and its implications on the characters' lives.
2. Examine the role of the forest as a symbol in "Little Snow-White." How does the forest serve as both a physical and psychological space for Snow-White's transformation? What does the forest represent in the context of Snow-White's journey from innocence to experience?
3. Snow-White's resurrection by the prince marks the final victory over the queen's evil. However, this resolution raises questions about agency and fate. To what extent is Snow-White a passive character who relies on others for her survival and salvation? How does this dynamic fit with traditional gender roles in fairy tales, and what might the story suggest about the balance between fate and personal agency?

# Little Snow-White

Jacob and Wilhelm Grimm



Once upon a time in midwinter, when the snowflakes were falling like feathers from heaven, a queen sat sewing at her window, which had a frame of black **ebony** wood. As she sewed she looked up at the snow and pricked her finger with her needle. Three drops of blood fell into the snow. The red on the white looked so beautiful that she thought to herself, "If only I had a child as white as snow, as red as blood, and as black as the wood in this frame."

Soon afterward she had a little daughter who was as white as snow, as red as blood, and as black as ebony wood, and therefore they called her Little Snow-White. And as soon as the child was born, the queen died.

A year later the king took himself another wife. She was a beautiful woman, but she was proud and arrogant, and she could not stand it if anyone might surpass her in beauty. She had a magic mirror. Every morning she stood before it, looked at herself, and said:

Mirror, mirror, on the wall,  
Who in this land is fairest of all?

To this the mirror answered:

You, my queen, are fairest of all.

Then she was **satisfied**, for she knew that the mirror spoke the truth.

Snow-White grew up and became ever more beautiful. When she was seven years old she was as beautiful as the light of day, even more beautiful than the queen herself.

One day when the queen asked her mirror:

Mirror, mirror, on the wall,  
Who in this land is fairest of all?

It answered:

You, my queen, are fair; it is true.  
But Snow-White is a thousand times fairer than you.

The queen took fright and turned yellow and green with **envy**. From that hour on whenever she looked at Snow-White her heart turned over inside her body, so great was her hatred for the girl. The envy and pride grew ever greater, like a weed in her heart, until she had no peace day and night.

### **1 .Why did the queen want to kill Snow-White?**

- a) She was jealous because Snow-White was more beautiful than her
- b) Snow-White broke her favorite mirror
- c) Snow-White ate her food

Then she summoned a huntsman and said to him, "Take Snow-White out into the woods. I never want to see her again. Kill her, and as proof that she is dead bring her lungs and her liver back to me."

The huntsman obeyed and took Snow-White into the woods. He took out his hunting knife and was about to stab it into her innocent heart when she began to cry, saying, "Oh, dear huntsman, let me live. I will run into the wild woods and never come back."

Because she was so beautiful the huntsman took pity on her, and he said, "Run away, you poor child."

He thought, "The wild animals will soon devour you anyway," but still it was as if a stone had fallen from his heart, for he would not have to kill her.

Just then a young boar came running by. He killed it, cut out its lungs and liver, and took them back to the queen as proof of Snow-White's death. The cook had to boil them with salt, and the wicked woman ate them, supposing that she had eaten Snow-White's lungs and liver.

The poor child was now all alone in the great forest, and she was so afraid that she just looked at all the leaves on the trees and did not know what to do. Then she began to run. She ran over sharp stones and through thorns, and wild animals jumped at her, but they did her no harm. She ran as far as her feet could carry her, and just as evening was about to fall she saw a little house and went inside in order to rest.

Inside the house everything was small, but so neat and clean that no one could say otherwise.

There was a little table with a white tablecloth and seven little plates, and each plate had a spoon, and there were seven knives and forks and seven mugs as well. Against the wall there were seven little beds, all standing in a row and covered with snow-white sheets.

Because she was so hungry and thirsty Snow-White ate a few vegetables and a little bread from each little plate, and from each mug she drank a drop of wine. Afterward, because she was so tired, she lay down on a bed, but none of them felt right -- one was too long, the other too short

-- until finally the seventh one was just right. She remained lying in it, entrusted herself to God, and fell asleep.

After dark the masters of the house returned home. They were the seven dwarfs who picked and dug for ore in the mountains. They lit their seven candles, and as soon as it was light in their house they saw that someone had been there, for not everything was in the same order as they had left it.

The first one said, "Who has been sitting in my chair?"

The second one, "Who has been eating from my plate?"

The third one, "Who has been eating my bread?"

The fourth one, "Who has been eating my vegetables?"

The fifth one, "Who has been sticking with my fork?"

The sixth one, "Who has been cutting with my knife?"

The seventh one, "Who has been drinking from my mug?"

Then the first one saw a that there was a little **imprint** in his bed, and said, "Who stepped on my bed?"

The others came running up and shouted, "Someone has been lying in mine as well."

But the seventh one, looking at his bed, found Snow-White lying there asleep. The seven dwarfs all came running up, and they cried out with amazement. They fetched their seven candles and shone the light on Snow-White. "Oh good heaven! Oh good heaven!" they cried. "This child is so beautiful!"

They were so happy, that they did not wake her up, but let her continue to sleep there in the bed. The seventh dwarf had to sleep with his companions, one hour with each one, and then the night was done.

## **2. How did Snow-White end up at the house of the seven dwarfs?**

- a) She was invited by the dwarfs
- b) She ran away from her stepmother and got lost in the forest
- c) She found a map

The next morning Snow-White woke up, and when she saw the seven dwarfs she was frightened. But they were friendly and asked, "What is your name?"

"My name is Snow-White," she answered.

"How did you find your way to our house?" the dwarfs asked further.

Then she told them that her stepmother had tried to kill her, that the huntsman had spared her life, and that she had run the entire day, finally coming to their house.

The dwarfs said, "If you will keep house for us, and cook, make beds, wash, sew, and knit, and keep everything clean and **orderly**, then you can stay with us, and you shall have everything that you want."

"Yes," said Snow-White, "with all my heart."

So she kept house for them. Every morning they went into the mountains looking for ore and gold, and in the evening when they came back home their meal had to be ready. During the day the girl was alone.

The good dwarfs warned her, saying, "Be careful about your stepmother. She will soon know that you are here. Do not let anyone in."

Now the queen, believing that she had eaten Snow-White's lungs and liver, could only think that she was again the first and the most beautiful woman of all. She stepped before her mirror and said:

Mirror, mirror, on the wall,  
Who in this land is fairest of all?

It answered:

You, my queen, are fair; it is true.  
But Snow-White, beyond the mountains  
With the seven dwarfs,  
Is still a thousand times fairer than you.

This startled the queen, for she knew that the mirror did not lie, and she realized that the huntsman had deceived her, and that Snow-White was still alive. Then she thought, and thought again, how she could kill Snow-White, for as long as long as she was not the most beautiful woman in the entire land her envy would give her no rest.

At last she thought of something. Coloring her face, she disguised herself as an old peddler woman, so that no one would recognize her. In this disguise she went to the house of the seven dwarfs. Knocking on the door she called out, "Beautiful wares for sale, for sale!"

Snow-White peered out the window and said, "Good day, dear woman, what do you have for sale?"

"Good wares, beautiful wares," she answered. "Bodice laces in all colors." And she took out one that was braided from colorful silk. "Would you like this one?"

"I can let that honest woman in," thought Snow-White, then unbolted the door and bought the pretty bodice lace.

"Child," said the old woman, "how you look! Come, let me lace you up properly."

The unsuspecting Snow-White stood before her and let her do up the new lace, but the old woman pulled so quickly and so hard that Snow-White could not breathe.

"You used to be the most beautiful one," said the old woman, and hurried away.

Not long afterward, in the evening time, the seven dwarfs came home. How terrified they were when they saw their dear Snow-White lying on the ground, not moving at all, as though she were dead. They lifted her up, and, seeing that she was too tightly laced, they cut the lace in two. Then she began to breathe a little, and little by little she came back to life.

When the dwarfs heard what had happened they said, "The old peddler woman was no one else but the godless queen. Take care and let no one in when we are not with you."

When the wicked woman returned home she went to her mirror and asked:

Mirror, mirror, on the wall,  
Who in this land is fairest of all?

The mirror answered once again:

You, my queen, are fair; it is true.  
But Snow-White, beyond the mountains  
With the seven dwarfs,  
Is still a thousand times fairer than you.

When she heard that, all her blood ran to her heart because she knew that Snow-White had come back to life.

### **3. What did the dwarfs ask Snow-White to do to help her stay safe?**

- a) Hide in a closet where they were not there.
- b) Look both ways before crossing the street.
- c) Don't let anyone in if the dwarfs aren't home.

"This time," she said, "I shall think of something that will destroy you."

Then with the art of witchcraft, which she understood, she made a poisoned comb. Then she disguised herself, taking the form of a different old woman. Thus she went across the seven mountains to the seven dwarfs, knocked on the door, and called out, "Good wares for sale, for sale!"

Snow-White looked out and said, "Go on your way. I am not allowed to let anyone in."

"You surely may take a look," said the old woman, pulling out the poisoned comb and holding it up. The child liked it so much that she let herself be deceived, and she opened the door.

After they had agreed on the purchase, the old woman said, "Now let me comb your hair properly."

She had barely stuck the comb into Snow-White's hair when the poison took effect, and the girl fell down unconscious.

"You specimen of beauty," said the wicked woman, "now you are finished." And she walked away.

Fortunately it was almost evening, and the seven dwarfs came home. When they saw Snow-White lying on the ground as if she were dead, they immediately suspected her stepmother. They **examined** her and found the poisoned comb. They had scarcely pulled it out when Snow-White came to herself again and told them what had happened. Once again they warned her to be on guard and not to open the door for anyone.

Back at home the queen stepped before her mirror and said:

Mirror, mirror, on the wall,  
Who in this land is fairest of all?

The mirror answered:

You, my queen, are fair; it is true.  
But Snow-White, beyond the mountains  
With the seven dwarfs,  
Is still a thousand times fairer than you.

When the queen heard the mirror saying this, she shook and trembled with anger, "Snow-White shall die," she shouted, "if it costs me my life!"

Then she went into her most secret room -- no one else was allowed inside -- and she made a poisoned, poisoned apple. From the outside it was beautiful, white with red cheeks, and anyone who saw it would want it. But anyone who might eat a little piece of it would die. Then, coloring her face, she disguised herself as a peasant woman, and thus went across the seven mountains to the seven dwarfs. She knocked on the door.

Snow-White stuck her head out the window and said, "I am not allowed to let anyone in. The dwarfs have forbidden me to do so."

"That is all right with me," answered the peasant woman. "I'll easily get rid of my apples. Here, I'll give you one of them."

"No," said Snow-White, "I cannot accept anything."

"Are you afraid of poison?" asked the old woman. "Look, I'll cut the apple in two. You eat the red half, and I shall eat the white half."

Now the apple had been so artfully made that only the red half was poisoned. Snow-White longed for the beautiful apple, and when she saw that the peasant woman was eating part of it she could no longer resist, and she stuck her hand out and took the poisoned half. She barely had a bite in her mouth when she fell to the ground dead.

#### **4. What did the evil queen do to try and hurt Snow-White after she escaped?**

- a) She gave Snow-White a poisoned apple
- b) She locked Snow-White in a tower
- c) She made Snow-White clean the house

The queen looked at her with a gruesome stare, laughed loudly, and said, "White as snow, red as blood, black as ebony wood! This time the dwarfs cannot awaken you."

Back at home she asked her mirror:

Mirror, mirror, on the wall,  
Who in this land is fairest of all?

It finally answered:

You, my queen, are fairest of all.

Then her envious heart was at rest, as well as an envious heart can be at rest.

When the dwarfs came home that evening they found Snow-White lying on the ground. She was not breathing at all. She was dead. They lifted her up and looked for something poisonous. They undid her laces. They combed her hair. They washed her with water and wine. But nothing helped. The dear child was dead, and she remained dead. They laid her on a bier, and all seven sat next to her and mourned for her and cried for three days. They were going to bury her, but she still looked as fresh as a living person, and still had her beautiful red cheeks.

They said, "We cannot bury her in the black earth," and they had a **transparent** glass coffin made, so she could be seen from all sides. They laid her inside, and with golden letters wrote on it her name, and that she was a princess. Then they put the coffin outside on a mountain, and one of them always stayed with it and watched over her. The animals too came and mourned for Snow-White, first an owl, then a raven, and finally a dove.

Snow-White lay there in the coffin a long, long time, and she did not decay, but looked like she was asleep, for she was still as white as snow and as red as blood, and as black-haired as ebony wood.

Now it came to pass that a prince entered these woods and happened onto the dwarfs' house, where he sought shelter for the night. He saw the coffin on the mountain with beautiful Snow-White in it, and he read what was written on it with golden letters.

Then he said to the dwarfs, "Let me have the coffin. I will give you anything you want for it."

But the dwarfs answered, "We will not sell it for all the gold in the world."

Then he said, "Then give it to me, for I cannot live without being able to see Snow-White. I will honor her and respect her as my most cherished one."

As he thus spoke, the good dwarfs felt **pity** for him and gave him the coffin. The prince had his servants carry it away on their shoulders. But then it happened that one of them stumbled on some brush, and this dislodged from Snow-White's throat the piece of poisoned apple that she had bitten off. Not long afterward she opened her eyes, lifted the lid from her coffin, sat up, and was alive again.

"Good heavens, where am I?" she cried out.

The prince said joyfully, "You are with me." He told her what had happened, and then said, "I love you more than anything else in the world. Come with me to my father's castle. You shall become my wife." Snow-White loved him, and she went with him. Their wedding was planned with great splendor and **majesty**.

##### **5. How was Snow-White brought back to life after eating the poisoned apple?**

- a) She woke up on her own
- b) A servant tripped and the apple fell out of her throat
- c) The dwarfs gave her a special medicine

Snow-White's godless stepmother was also invited to the feast. After putting on her beautiful clothes she stepped before her mirror and said:

Mirror, mirror, on the wall,  
Who in this land is fairest of all?  
The mirror answered:  
You, my queen, are fair; it is true.  
But the young queen is a thousand times fairer than you.

The wicked woman uttered a curse, and she became so frightened, so frightened, that she did not know what to do. At first she did not want to go to the wedding, but she found no peace. She had to go and see the young queen. When she arrived she recognized Snow-White, and **terrorized**, she could only stand there without moving.

Then they put a pair of iron shoes into burning coals. They were brought forth with tongs and placed before her. She was forced to step into the red-hot shoes and dance until she fell down dead.

## Glossary

1. **Pricked** – To make a small hole or puncture with something sharp.
2. **Huntsman** – A person who hunts wild animals.
3. **Thorns** – Sharp, pointed parts of plants or bushes.
4. **Boar** – A wild pig.
5. **Peddler** – A person who sells things, usually traveling from place to place.
6. **Lace** – A delicate fabric or a string used for decoration or fastening.
7. **Bier**—a platform a coffin is put on before burial
8. **Coffin** – A box in which a dead body is placed before burial.
9. **Tongs** – A tool used to pick up or hold things, often when they are hot.

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- Text from <https://sites.pitt.edu/~dash/grimm053.html>
  - Source: Jacob and Wilhelm Grimm, [Sneewittchen](#), *Kinder- und Hausmärchen*, (Children's and Household Tales -- Grimms' Fairy Tales), final edition (Berlin, 1857), no. 53.
  - The Grimms' source: Marie Hassenpflug (1788-1856) and other informants.
  - Translated by [D. L. Ashliman](#). © 2002-2005.
  - This tale was included in the first edition (1812) and all following editions of the Grimms' *Kinder- und Hausmärchen*. Substantial changes were introduced with the second edition (1819).

# Little Snow-White

Jacob and Wilhelm Grimm



Once upon a time in midwinter, when the snowflakes were falling like feathers from heaven, a queen sat sewing at her window, which had a frame of black **ebony** wood. As she sewed she looked up at the snow and pricked her finger with her needle. Three drops of blood fell into the snow. The red on the white looked so beautiful that she thought to herself, "If only I had a child as white as snow, as red as blood, and as black as the wood in this frame."

Soon afterward she had a little daughter who was as white as snow, as red as blood, and as black as ebony wood, and therefore they called her Little Snow-White. And as soon as the child was born, the queen died.

A year later the king took himself another wife. She was a beautiful woman, but she was proud and arrogant, and she could not stand it if anyone might surpass her in beauty. She had a magic mirror. Every morning she stood before it, looked at herself, and said:

Mirror, mirror, on the wall,  
Who in this land is fairest of all?

To this the mirror answered:

You, my queen, are fairest of all.

Then she was **satisfied**, for she knew that the mirror spoke the truth.

Snow-White grew up and became ever more beautiful. When she was seven years old she was as beautiful as the light of day, even more beautiful than the queen herself.

One day when the queen asked her mirror:

Mirror, mirror, on the wall,  
Who in this land is fairest of all?

It answered:

You, my queen, are fair; it is true.  
But Snow-White is a thousand times fairer than you.

The queen took fright and turned yellow and green with **envy**. From that hour on whenever she looked at Snow-White her heart turned over inside her body, so great was her hatred for the girl. The envy and pride grew ever greater, like a weed in her heart, until she had no peace day and night.

Then she summoned a huntsman and said to him, "Take Snow-White out into the woods. I never want to see her again. Kill her, and as proof that she is dead bring her lungs and her liver back to me."

The huntsman obeyed and took Snow-White into the woods. He took out his hunting knife and was about to stab it into her innocent heart when she began to cry, saying, "Oh, dear huntsman, let me live. I will run into the wild woods and never come back."

Because she was so beautiful the huntsman took pity on her, and he said, "Run away, you poor child."

He thought, "The wild animals will soon devour you anyway," but still it was as if a stone had fallen from his heart, for he would not have to kill her.

Just then a young boar came running by. He killed it, cut out its lungs and liver, and took them back to the queen as proof of Snow-White's death. The cook had to boil them with salt, and the wicked woman ate them, supposing that she had eaten Snow-White's lungs and liver.

The poor child was now all alone in the great forest, and she was so afraid that she just looked at all the leaves on the trees and did not know what to do. Then she began to run. She ran over sharp stones and through thorns, and wild animals jumped at her, but they did her no harm. She ran as far as her feet could carry her, and just as evening was about to fall she saw a little house and went inside in order to rest.

Inside the house everything was small, but so neat and clean that no one could say otherwise.

There was a little table with a white tablecloth and seven little plates, and each plate had a spoon, and there were seven knives and forks and seven mugs as well. Against the wall there were seven little beds, all standing in a row and covered with snow-white sheets.

Because she was so hungry and thirsty Snow-White ate a few vegetables and a little bread from each little plate, and from each mug she drank a drop of wine. Afterward, because she was so tired, she lay down on a bed, but none of them felt right -- one was too long, the other too short -- until finally the seventh one was just right. She remained lying in it, entrusted herself to God, and fell asleep.

After dark the masters of the house returned home. They were the seven dwarfs who picked and dug for ore in the mountains. They lit their seven candles, and as soon as it was light in their house they saw that someone had been there, for not everything was in the same order as they had left it.

The first one said, "Who has been sitting in my chair?"

The second one, "Who has been eating from my plate?"

The third one, "Who has been eating my bread?"

The fourth one, "Who has been eating my vegetables?"

The fifth one, "Who has been sticking with my fork?"

The sixth one, "Who has been cutting with my knife?"

The seventh one, "Who has been drinking from my mug?"

Then the first one saw a that there was a little **imprint** in his bed, and said, "Who stepped on my bed?"

The others came running up and shouted, "Someone has been lying in mine as well."

But the seventh one, looking at his bed, found Snow-White lying there asleep. The seven dwarfs all came running up, and they cried out with amazement. They fetched their seven candles and shone the light on Snow-White. "Oh good heaven! Oh good heaven!" they cried. "This child is so beautiful!"

They were so happy, that they did not wake her up, but let her continue to sleep there in the bed. The seventh dwarf had to sleep with his companions, one hour with each one, and then the night was done.

The next morning Snow-White woke up, and when she saw the seven dwarfs she was frightened. But they were friendly and asked, "What is your name?"

"My name is Snow-White," she answered.

"How did you find your way to our house?" the dwarfs asked further.

Then she told them that her stepmother had tried to kill her, that the huntsman had spared her life, and that she had run the entire day, finally coming to their house.

The dwarfs said, "If you will keep house for us, and cook, make beds, wash, sew, and knit, and keep everything clean and **orderly**, then you can stay with us, and you shall have everything that you want."

"Yes," said Snow-White, "with all my heart."

So she kept house for them. Every morning they went into the mountains looking for ore and gold, and in the evening when they came back home their meal had to be ready. During the day the girl was alone.

The good dwarfs warned her, saying, "Be careful about your stepmother. She will soon know that you are here. Do not let anyone in."

Now the queen, believing that she had eaten Snow-White's lungs and liver, could only think that she was again the first and the most beautiful woman of all. She stepped before her mirror and said:

Mirror, mirror, on the wall,  
Who in this land is fairest of all?

It answered:

You, my queen, are fair; it is true.  
But Snow-White, beyond the mountains  
With the seven dwarfs,  
Is still a thousand times fairer than you.

This startled the queen, for she knew that the mirror did not lie, and she realized that the huntsman had deceived her, and that Snow-White was still alive. Then she thought, and thought again, how she could kill Snow-White, for as long as long as she was not the most beautiful woman in the entire land her envy would give her no rest.

At last she thought of something. Coloring her face, she disguised herself as an old peddler woman, so that no one would recognize her. In this disguise she went to the house of the seven dwarfs. Knocking on the door she called out, "Beautiful wares for sale, for sale!"

Snow-White peered out the window and said, "Good day, dear woman, what do you have for sale?"

"Good wares, beautiful wares," she answered. "Bodice laces in all colors." And she took out one that was braided from colorful silk. "Would you like this one?"

"I can let that honest woman in," thought Snow-White, then unbolted the door and bought the pretty bodice lace.

"Child," said the old woman, "how you look! Come, let me lace you up properly."

The unsuspecting Snow-White stood before her and let her do up the new lace, but the old woman pulled so quickly and so hard that Snow-White could not breathe.

"You used to be the most beautiful one," said the old woman, and hurried away.

Not long afterward, in the evening time, the seven dwarfs came home. How terrified they were when they saw their dear Snow-White lying on the ground, not moving at all, as though she were dead. They lifted her up, and, seeing that she was too tightly laced, they cut the lace in two. Then she began to breathe a little, and little by little she came back to life.

When the dwarfs heard what had happened they said, "The old peddler woman was no one else but the godless queen. Take care and let no one in when we are not with you."

When the wicked woman returned home she went to her mirror and asked:

Mirror, mirror, on the wall,  
Who in this land is fairest of all?

The mirror answered once again:

You, my queen, are fair; it is true.  
But Snow-White, beyond the mountains  
With the seven dwarfs,  
Is still a thousand times fairer than you.

When she heard that, all her blood ran to her heart because she knew that Snow-White had come back to life.

"This time," she said, "I shall think of something that will destroy you."

Then with the art of witchcraft, which she understood, she made a poisoned comb. Then she disguised herself, taking the form of a different old woman. Thus she went across the seven mountains to the seven dwarfs, knocked on the door, and called out, "Good wares for sale, for sale!"

Snow-White looked out and said, "Go on your way. I am not allowed to let anyone in."

"You surely may take a look," said the old woman, pulling out the poisoned comb and holding it up. The child liked it so much that she let herself be deceived, and she opened the door.

After they had agreed on the purchase, the old woman said, "Now let me comb your hair properly."

She had barely stuck the comb into Snow-White's hair when the poison took effect, and the girl fell down unconscious.

"You specimen of beauty," said the wicked woman, "now you are finished." And she walked away.

Fortunately it was almost evening, and the seven dwarfs came home. When they saw Snow-White lying on the ground as if she were dead, they immediately suspected her stepmother. They **examined** her and found the poisoned comb. They had scarcely pulled it out when Snow-White came to herself again and told them what had happened. Once again they warned her to be on guard and not to open the door for anyone.

Back at home the queen stepped before her mirror and said:

Mirror, mirror, on the wall,  
Who in this land is fairest of all?

The mirror answered:

You, my queen, are fair; it is true.  
But Snow-White, beyond the mountains  
With the seven dwarfs,  
Is still a thousand times fairer than you.

When the queen heard the mirror saying this, she shook and trembled with anger, "Snow-White shall die," she shouted, "if it costs me my life!"

Then she went into her most secret room -- no one else was allowed inside -- and she made a poisoned, poisoned apple. From the outside it was beautiful, white with red cheeks, and anyone who saw it would want it. But anyone who might eat a little piece of it would die. Then, coloring her face, she disguised herself as a peasant woman, and thus went across the seven mountains to the seven dwarfs. She knocked on the door.

Snow-White stuck her head out the window and said, "I am not allowed to let anyone in. The dwarfs have forbidden me to do so."

"That is all right with me," answered the peasant woman. "I'll easily get rid of my apples. Here, I'll give you one of them."

"No," said Snow-White, "I cannot accept anything."

"Are you afraid of poison?" asked the old woman. "Look, I'll cut the apple in two. You eat the red half, and I shall eat the white half."

Now the apple had been so artfully made that only the red half was poisoned. Snow-White longed for the beautiful apple, and when she saw that the peasant woman was eating part of it she could no longer resist, and she stuck her hand out and took the poisoned half. She barely had a bite in her mouth when she fell to the ground dead.

The queen looked at her with a gruesome stare, laughed loudly, and said, "White as snow, red as blood, black as ebony wood! This time the dwarfs cannot awaken you."

Back at home she asked her mirror:

Mirror, mirror, on the wall,  
Who in this land is fairest of all?

It finally answered:

You, my queen, are fairest of all.

Then her envious heart was at rest, as well as an envious heart can be at rest.

When the dwarfs came home that evening they found Snow-White lying on the ground. She was not breathing at all. She was dead. They lifted her up and looked for something poisonous. They undid her laces. They combed her hair. They washed her with water and wine. But nothing helped. The dear child was dead, and she remained dead. They laid her on a bier, and all seven sat next to her and mourned for her and cried for three days. They were going to bury her, but she still looked as fresh as a living person, and still had her beautiful red cheeks.

They said, "We cannot bury her in the black earth," and they had a **transparent** glass coffin made, so she could be seen from all sides. They laid her inside, and with golden letters wrote on it her name, and that she was a princess. Then they put the coffin outside on a mountain, and one of them always stayed with it and watched over her. The animals too came and mourned for Snow-White, first an owl, then a raven, and finally a dove.

Snow-White lay there in the coffin a long, long time, and she did not decay, but looked like she was asleep, for she was still as white as snow and as red as blood, and as black-haired as ebony wood.

Now it came to pass that a prince entered these woods and happened onto the dwarfs' house, where he sought shelter for the night. He saw the coffin on the mountain with beautiful Snow-White in it, and he read what was written on it with golden letters.

Then he said to the dwarfs, "Let me have the coffin. I will give you anything you want for it."

But the dwarfs answered, "We will not sell it for all the gold in the world."

Then he said, "Then give it to me, for I cannot live without being able to see Snow-White. I will honor her and respect her as my most cherished one."

As he thus spoke, the good dwarfs felt **pity** for him and gave him the coffin. The prince had his servants carry it away on their shoulders. But then it happened that one of them stumbled on some brush, and this dislodged from Snow-White's throat the piece of poisoned apple that she had bitten off. Not long afterward she opened her eyes, lifted the lid from her coffin, sat up, and was alive again.

"Good heavens, where am I?" she cried out.

The prince said joyfully, "You are with me." He told her what had happened, and then said, "I love you more than anything else in the world. Come with me to my father's castle. You shall become my wife." Snow-White loved him, and she went with him. Their wedding was planned with great splendor and **majesty**.

Snow-White's godless stepmother was also invited to the feast. After putting on her beautiful clothes she stepped before her mirror and said:

Mirror, mirror, on the wall,  
Who in this land is fairest of all?  
The mirror answered:  
You, my queen, are fair; it is true.  
But the young queen is a thousand times fairer than you.

The wicked woman uttered a curse, and she became so frightened, so frightened, that she did not know what to do. At first she did not want to go to the wedding, but she found no peace. She had to go and see the young queen. When she arrived she recognized Snow-White, and **terrorized**, she could only stand there without moving.

Then they put a pair of iron shoes into burning coals. They were brought forth with tongs and placed before her. She was forced to step into the red-hot shoes and dance until she fell down dead.

## Glossary

1. **Pricked** – To make a small hole or puncture with something sharp.
2. **Huntsman** – A person who hunts wild animals.
3. **Thorns** – Sharp, pointed parts of plants or bushes.
4. **Boar** – A wild pig.
5. **Peddler** – A person who sells things, usually traveling from place to place.
6. **Lace** – A delicate fabric or a string used for decoration or fastening.
7. **Bier**—a platform a coffin is put on before burial
8. **Coffin** – A box in which a dead body is placed before burial.
9. **Tongs** – A tool used to pick up or hold things, often when they are hot.

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- Text from <https://sites.pitt.edu/~dash/grimm053.html>
  - Source: Jacob and Wilhelm Grimm, *Sneewittchen*, *Kinder- und Hausmärchen*, (Children's and Household Tales -- Grimms' Fairy Tales), final edition (Berlin, 1857), no. 53.
  - The Grimms' source: Marie Hassenpflug (1788-1856) and other informants.
  - Translated by [D. L. Ashliman](#). © 2002-2005.
  - This tale was included in the first edition (1812) and all following editions of the Grimms' *Kinder- und Hausmärchen*. Substantial changes were introduced with the second edition (1819).

## Different Versions of a Story Graphic Organizer

Version of the story	Characters	Setting	Plot What is the big problem? How is it solved?	How does illustration 1 tell the story?	How does illustration 2 tell the story?

Version of the story	Characters	Setting	Plot What is the big problem? How is it solved?	How does illustration 1 tell the story?	How does illustration 2 tell the story?

## Day 2: Comparing and contrasting alternate versions

### Objective

Using the text and resources provided, students will be able to compare and contrast two or more different versions of the story of Snow White.

### Standards

CCSS.ELA-Literacy.RL.3.2

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.

### Lesson

**Anticipation activity:** think, pair, share: Ask students to compare and contrast the two images on the “Comparing Images from Fairy Tales” attachment.

#### Reading the story:

Choose another version of Snow White to share with the class. These books are available at the Toledo Library:

“Ebony Black” from *Crowned* by Kahran Bethencourt

1 digital on Libby/Sora—4 print

*Snow White Stories Around the World* by Jessica Gunderson

Available on Hoopla

“Snow White” from *Fairy Tale Comics* by Various authors

1 digital in Libby/Sora—9 print

This can be done as a read aloud or independently.

### Application

Once the students have finished reading/ hearing the story, talk about the story together.

- Who are the characters in this story?
- Where does the story take place?
- At the beginning of the story, why can't the main character live safely at home? (identifying the problem)

- What is the villain's plan to get rid of the main character?
- Does that plan work? Why or why not?
- How is the main problem resolved?
- What is the moral of the story? What might a parent want a child to learn reading this story?
- How are the events this version of the story different from the one we read yesterday?
- How is Snow White different in this version vs. the other version? (If possible, compare and contrast two illustrations)

Students should then fill out the attached graphic organizer for the second version of Snow White.

Then, do the illustrations column for this story. Pick two illustrations that show key events and ask students to explain what events are pictured. Try to determine how that helps us understand the story. If you wish, instead of individual graphic organizers, this can be completed as a whole class anchor chart instead.

If time allows, read another version of the story and repeat the process.

## Using this material with other grades:

For older grades, this lesson should focus comparing versions from multiple cultures and analyzing the differences. If possible, it would be best to have several of the books available for the students to look between. You could also ask the students to find their own versions of Snow White or other fairy tales from around the world.

1. **What culture is this version from?**
2. **How is this version of the story different from other versions?**
3. **Who is the main character in the story? Who does most of the actions? Why do you think that is?**
4. **What is the setting of this story? Compare and contrast it with the first version we read.**
5. **In the original fairy tale, Snow White is described as beautiful. She has pale skin, red lips, and dark hair. What is described as beautiful in this version of the story?**
6. **How do you see themes of beauty and jealousy in this version of the story?**

High School: use the above questions plus these ones:

1. **How does this version respond to and critique the first version?**
2. **In the first version, Snow-White is a passive character who relies on others for her survival and salvation. Is this the case in the version you read today? How does this challenge traditional gender roles in fairy tales?**

## Comparing Illustrations from Fairy Tales



From *Crowned Magical Folk and Fairy Tales from the Diaspora*  
By Kahran Bethencourt, Regis Bethencourt, Salamishah Tillet  
<https://sandmeyersbookstore.com/item/pAG4rDFNcowFilJ5sQikkw>



"With a Smile and a Song: Snow White"  
Embellished Giclee on Canvas by Heather Theurer

<https://artinsights.com/product/with-a-smile-and-a-song-snow-white-embellished-giclee-on-canvas-by-heather-theurer/>

## Day 3: What is a Ballet?

### Objective

After this lesson, students will be able to explain in their own words what a ballet is and how it tells a story, using domain specific vocabulary.

### Standards

CCSS.ELA-Literacy.RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

### Lesson

**Anticipation activity:** think, pair, share: What dances do you know? Ask some students to demonstrate some.

#### **Informational Text:**

Read aloud or have students read silently copies of the text “Ballet Facts for Kids’.” Then answer the questions at the end.

Using a dictionary, the internet, or another reference material, students should work together to define these words: Ballet, mime, choreography, pointe, and position  
Teachers should go over the answers.

#### **Application**

Students should write an explanation of what ballet is for someone who doesn't know. They should use at least three of the words they just defined. Students should write in complete sentences.

## **Using this material with other grades:**

For older grades, this lesson should focus on research and proper methods of citations.

Have students generate a list of research questions about ballet such as:

What is ballet?

What is the history of ballet?

Who are some famous people in ballet?

What is the history of Toledo Ballet?

and other such questions.

## Excerpts from “Ballet Facts for Kids”

From: <https://kids.kiddle.co/Ballet>

**Ballet** is a type of **dance**. It is only done by dancers who have had special **training**. The dancers are employed by a dance company, and they perform in **theatres**. The first reference to ballet is found in a work of **Domenico da Piacenza**, who lived in the early **14th century**.

Ballet involves the creation of the dance itself, often a type of imaginary story. The story is told with the help of dance and **mime**. Ballet is a form of expression. It presents a story in a new form to the audience. The creation of dance is called **choreography**. The choreography is learnt by the dancers under the supervision of a trainer, called a ballet master or mistress. Ballet is always performed to **music**, and in many cases the music was specially composed for a particular ballet. Ballet is a major part of theatre, and a popular example is *The Nutcracker*.



## Technique

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Technique is the physical ability to perform whatever steps a dance may need. Specific methods for refining technique are named after the ballet master or mistress who started them, such as the Vaganova method after **Agrippina Vaganova**, the Balanchine method after **George Balanchine**, and the Cecchetti method after **Enrico Cecchetti**.

## Costumes

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Ballet costumes play an important role in the ballet world. They are often the only survival of a production, representing a living imaginary picture of the scene.

The roots of ballet go back to the Renaissance time in France and Italy when court wear was the beginning of ballet costumes. Ballet costumes have been around since the early fifteenth century. Cotton and silk were mixed with flax woven into semitransparent gauze to create exquisite ballet costumes.

During the twentieth century, ballet costumes transitioned back to the influence of Russian ballet. Ballerina skirts became knee-length tutus later on in order to show off pointe work and mainly the technique of ballet dancers. During this era, costumes focused on the importance of a ballet dancers work and dance practice. Colors used on stage costumes also became much more vibrant. Designers used colors such as red, orange, yellow, etc. to create visual expression when ballet dancers perform on stage.

Anna Pavlova (prima ballerina); Early ballerina skirts were much heavier and layered which made it difficult for ballerinas to create much movement.



### Excerpts from “Ballet”

From: <https://kids.britannica.com/kids/article/ballet/352818>

## Positions and Steps

Ballet is based on a formal system of poses and steps that have been changed only slightly through the years. There are five basic positions of the feet. In all of them the legs are “turned out,” or rotated from the hips so the feet point outward. The foot positions in ballet are balanced by matching positions of the arms and head. In addition to the position of the feet and arms, there are two major body positions. In an arabesque one leg supports the body’s weight while the other leg extends backward with the knee straight and the foot pointed. In a similar position called an attitude, the knee of the raised leg is bent.



Among the basic steps of ballet are various jumps, turns, and quick gliding or sliding steps. Female dancers, called ballerinas, dance part of the time on the tips of the toes. This often gives their movements a floating quality.

**Answer the following questions based on what you just read.**

**1. What is ballet?**

- a) A type of song
- b) A type of dance
- c) A type of story
- d) A type of sport

**2. Ballet often does what?**

- a) Tells a story through dance and mime
- b) Includes singing and acting
- c) Involves playing musical instruments
- d) Requires the use of animals on stage

**3. Why did ballet costumes change over time?**

- a) To make dancers more comfortable
- b) To show off dancers' movements and technique
- c) To make them look like animals
- d) To make the audience laugh

**4. What is an arabesque in ballet?**

- a) A position where both legs are straight
- b) A position where one leg is bent in the air
- c) A position where one leg is raised and extended backward
- d) A type of jump

**5. What makes a ballerina's movements look floating or light?**

- a) Wearing a tutu
- b) Dancing in an arabesque
- c) Dancing on the tips of her toes
- d) Dancing with heavy costumes

## Day 4: Comparing a Ballet to a Written Story, Before Watching

### Objective

After this lesson, students will be able to compare and contrast a ballet with a written version of a story, noticing how specific aspects contribute to the story.

### Standards

CCSS.ELA-Literacy.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

### Lesson

**Anticipation activity:** Play a quick game of charades with common fairy tales such as: The Three Little Pigs, Little Red Riding Hood, and Goldilocks.

#### Content:

Review from yesterday, ask the students what is a ballet?

Say: Let's watch a ballet that tells a story today!

Who has heard of "Little Red Riding Hood"? Can anyone tell me how it goes?

Then read one of the versions of "Little Red Riding Hood" available from the Toledo Library.

Alternatively this read aloud is available on youtube:

 Little Red Riding Hood - Read Aloud Kids Book - A Bedtime Story with Dessi!

<https://www.youtube.com/watch?v=k25ZxQYq1Y0>

Ask students to practice retelling the story to a partner. Then they should switch and the partner can retell the story to them.

Chose one of the illustrations to ask the students what it portrays and how that helps tell the story.

Ask the students to fill out the back of the different versions of a story graphic organizer for Little Red Riding Hood.

Next, watch the short Ballet version of the story with the class.

 The Sleeping Beauty – Red Riding Hood divertissement (Pitchley-Gale, Mock; Th...

<https://www.youtube.com/watch?v=LmToL4F2DJ4>

Ask students to compare and contrast the two versions of the story outloud. It may be helpful to make a venn diagram on the board for the ballet and the book version.

### **Application**

Have students fill out the different versions of a story graphic organizer for the ballet. Instead of illustrations, pause the screen at minute mark 0:33 and 1:03 and fill in those boxes about those frames.

If you wish, students can experience a little of doing ballet themselves with a “Ballet for Kids” movement break.

 Ballet For Kids | Disney FROZEN Ballet | Kids Ballet Class (Ages 3-8)

<https://www.youtube.com/watch?v=QQg1iTrhjZ0>

### **Using this material with other grades:**

For older grades, use the version of this lesson contained within the “The Legend of Sleepy Hollow” unit plan, available here:  Day 5: Story vs Ballet

<https://docs.google.com/document/d/1oCXSWcla3-1xu6ACuBfAbDZal-8JQvFFg0nc9Ipnm04/edit?usp=sharing>

## Day 5: Comparing a Ballet to a Written Story: After watching

### Objective

After this lesson, students will be able to compare and contrast the *Snow White* ballet with the written versions of the story.

### Standards

CCSS.ELA-Literacy.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

And those that follow (3.1.A - 3.1.D)

### Lesson

**Anticipation activity:** “snowball” reactions to the ballet. They SHOULD NOT write their names on them. Have students write the answers to the following 3 questions on a piece of paper. Then have them crumple them up and throw them around the room. Students then find someone else’s “snowball” and read their answers aloud.

1. What did you think of the ballet?
2. What did you like or dislike about it?
3. What was confusing about it?

### Content:

Students should complete the “Snow White After a Performance Questions” worksheet. Teachers may ask students to share their answers outloud.

### Application

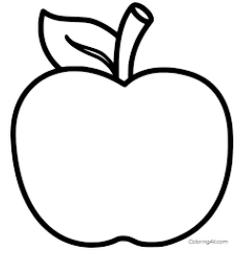
Write a paragraph choosing which version of “Snow White” you like best and state why. Be sure to compare and contrast the written and ballet versions as part of your answer.

### Using this material with other grades:

For older grades, this lesson should be focused on a five paragraph essay arguing which version of the story told the story best and why. Upperclassmen should focus on how the themes of “Beauty” and “Good vs Evil” were portrayed in the two versions.

Name: \_\_\_\_\_

## After Watching Snow White Questions



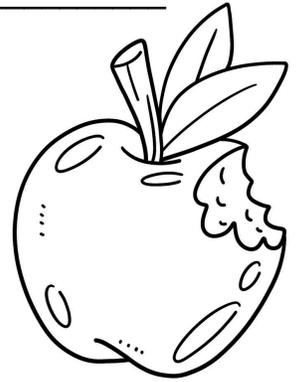
1. What was your favorite part of the ballet?
2. What did you like about the ballet? What didn't you like?
3. How did the dancers move? Were there any moves that stood out to you?
4. Were the costumes fun to look at? What did you notice about them?
5. Did you understand the story? Why or why not ?
6. What parts of the story were the same in both the book and the ballet?
7. What parts of the story were different in the book and the ballet?
8. Which did you think was more fun, the book or the ballet? Why?
9. How did the music and lights make you feel about the story?
10. How did the dancers show their feelings without using words?



Name: \_\_\_\_\_

## ***Snow White Ballet***

### After a Performance Questions



1. What was your first impression of the ballet?
2. What did you like? What didn't you like?
3. Compare and contrast one of the dancers with the same character in the story.
4. What events were the same in both versions?
5. What events were different between the versions?
6. Why do you think they made those choices?
7. Did you think the book or the ballet was more interesting? Why?
8. How did the music and lights affect how you felt about the story?
9. How did the dancers show how they are feeling without words?
10. How do we see the theme of Good vs. Evil in the ballet?