

## Lesson One

**Grade: 7 Subject: English Language Arts****Topic: HOW AUTISM FREED ME TO BE MYSELF**

by Rosie King 2014

*In this transcription of a TED Talk, 16-year-old Rosie King shares her experiences with autism and how it has uniquely shaped her worldview. Additionally, King explores the desire people have to be “normal,” and the effects that this desire can have. As you read, note how King describes her autism compared to how others view her.*

I haven't told many people this, but in my head, I've got thousands of secret worlds all going on all at the same time. I am also autistic.

People tend to diagnose autism with really specific check-box descriptions, but in reality, it's a whole variation as to what we're like. For instance, my little brother, he's very severely autistic. He's nonverbal. He can't talk at all. But I love to talk. People often associate autism with liking maths and science and nothing else, but I know so many autistic people who love being creative. But that is a stereotype,<sup>1</sup> and the stereotypes of things are often, if not always, wrong. For instance, a lot of people think autism and think "Rain Man"<sup>2</sup> immediately. That's the common belief, that every single autistic person is Dustin Hoffman, and that's not true.

But that's not just with autistic people, either. I've seen it with LGBTQ people, with women, with POC<sup>3</sup> people. People are so afraid of variety that they try to fit everything into a tiny little box with really specific labels. This is something that actually happened to me in real life: I googled "autistic people are..." and it comes up with suggestions as to what you're going to type. I googled "autistic people are..." and the top result was "demons." That is the first thing that people think when they think autism. [Jokingly:] They know.

(Laughter)

One of the things I can do because I'm autistic — it's an ability rather than a disability — is I've got a very, very vivid imagination. Let me explain it to you a bit. It's like I'm walking in two worlds most of the time. There's the real world, the world that we all share, and there's the world in my mind, and the world in my mind is often so much more real than the real world. Like, it's very easy for me to let my mind loose because I don't try and fit myself into a tiny little box. That's one of the best things about being autistic. You don't have the urge to do that. You find what you want to do, you find a way to do it, and you get on with it. If I was trying to fit myself into a box, I wouldn't be here, I wouldn't have achieved half the things that I have now. There are problems, though. There are problems with being autistic, and there are problems with having too much imagination. School can be a problem in general, but having also to explain to a teacher on a daily basis that their lesson is inexplicably dull and you are secretly taking refuge<sup>4</sup> in a world inside your head in which you are not in that lesson, that adds to your list of problems. (Laughter) Also, when my imagination takes hold, my body takes on a life of its own. When something very exciting happens in my inner world, I've just got to run. I've got to rock backwards and forwards, or sometimes scream. This gives me so much energy, and I've got to have an outlet for all that energy. But I've done that ever since I was a child, ever since I was a tiny little girl. And my parents thought it was cute, so they didn't bring it up, but when I got into school, they didn't really agree that it was cute. It can be that people don't want to be friends with the girl that

starts screaming in an algebra lesson. And this doesn't normally happen in this day and age, but it can be that people don't want to be friends with the autistic girl. It can be that people don't want to associate with anyone who won't or can't fit themselves into a box that's labeled normal. But that's fine with me, because it sorts the wheat from the chaff,<sup>5</sup> and I can find which people are genuine and true and I can pick these people as my friends.

But if you think about it, what is normal? What does it mean? Imagine if that was the best compliment you ever received. "Wow, you are really normal." (Laughter) But compliments are, "you are extraordinary" or "you step outside the box." It's "you're amazing." So if people want to be these things, why are so many people striving to be normal? Why are people pouring their brilliant individual light into a mold? People are so afraid of variety that they try and force everyone, even people who don't want to or can't, to become normal. There are camps for LGBTQ people or autistic people to try and make them this "normal," and that's terrifying that people would do that in this day and age.

All in all, I wouldn't trade my autism and my imagination for the world. Because I am autistic, I've presented documentaries to the BBC,<sup>6</sup> I'm in the midst of writing a book, I'm doing this — this is fantastic — and one of the best things that I've achieved, that I consider to have achieved, is I've found ways of communicating with my little brother and sister, who as I've said are nonverbal. They can't speak. And people would often write off someone who's nonverbal, but that's silly, because my little brother and sister are the best siblings that you could ever hope for. They're just the best, and I love them so much and I care about them more than anything else. I'm going to leave you with one question: If we can't get inside the person's minds, no matter if they're autistic or not, instead of punishing anything that strays from normal, why not celebrate uniqueness and cheer every time someone unleashes their imagination?

Thank you.

(Applause)

1. *a widely held but fixed and oversimplified image or idea of a particular type of person or thing*
2. *This is a reference to a movie in which the main character (played by Dustin Hoffman) was an autistic man who had an incredible memory and was great at math, but struggled with basic social skills.*
3. *an abbreviation for person of color*
4. *Refuge (noun): shelter or protection from danger*
5. *a phrase meaning to separate things or people that are of high quality from those that are not*
6. *British Broadcasting Corporation*

["How Autism Freed Me to be Myself"](#) from TEDMED by Rosie King. Copyright © 2014 by TED. This text is licensed under CC BY-NC-ND 4.0..

### **What Students are Learning:**

Your student will read the non-fictional text. Your student will be responsible for learning about how differences are assets. They will also be learning about how authors craft effective arguments.

- CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.



- CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.

### Background and Context for Parents and Guardians:

- In "How Autism Freed Me to be Myself," 16-year-old Rosie King shares her experiences with autism, and why she values the unique abilities that autism has provided her.
- As students work through this materia, they will be considering the themes of identity, resilience & success, and social pressure as they relate to the text. They will try to answer these big questions:
- "Why do people succeed?", "What are the effects of following the crowd?", and "What makes you who you are?"

### Ways to support your student:

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.
  - **Stereotype**: a widely held but fixed and oversimplified image or idea of a particular type of person or thing
  - **Refuge** (noun):shelter or protection from danger
  - **Chaff**: a phrase meaning to separate things or people that are of high quality from those that are not
- After reading, ask questions about the text. These questions could include:
  - What did you think the text was mostly about?
  - What do you think the author wanted you to know about the topic? That is an interesting point. What made you think that?
  - What did you learn about [Resilience & Success](#)? About [Social Pressure](#)?

### Online Resources for Students:

**Video:** Click [HERE](#) to access the video

([https://www.youtube.com/watch?time\\_continue=4&v=jQ95xlZeHo8&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=4&v=jQ95xlZeHo8&feature=emb_logo))

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**Building Background Knowledge:** [This fact sheet](#) (<https://tinyurl.com/factsheetonautism>) explains what autism is and can be used to provide students with context for the speech that they will read in this lesson.

**Tic-Tac-Toe Choice Board 1: "How Autism Freed Me to be Myself"**

**Directions:** Read the text "*How Autism Freed Me to be Myself*". You can access the text above [HERE](https://tinyurl.com/howautism) (<https://tinyurl.com/howautism>). Then, choose **4** activities from the choice board below. You should complete at least two tasks from each **row**.

<b>R o w  1</b>	<p><b>Activity 1</b></p> <p>Complete a first read of the text "<i>How Autism Freed Me to be Myself</i>"</p> <p>Write:</p> <ul style="list-style-type: none"> <li>• 3 things that stood out to you about the text.</li> <li>• 3 questions you have about the text.</li> </ul>	<p><b>Activity 2</b></p> <p>Watch the TED talk of this speech: <a href="https://www.youtube.com/watch?time_continue=4&amp;v=jQ95xlZeHo8&amp;feature=emb_logo">HERE</a> (<a href="https://www.youtube.com/watch?time_continue=4&amp;v=jQ95xlZeHo8&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=4&amp;v=jQ95xlZeHo8&amp;feature=emb_logo</a>)</p> <p>Based on the video, answer the questions listed below:</p> <ul style="list-style-type: none"> <li>• What is the speaker's main point?</li> <li>• How does the speaker communicate her message?</li> </ul>	<p><b>Activity 3</b></p> <p>Word Study: Read the definitions of the vocabulary words (stereotype, refuge, and chaff)</p> <ul style="list-style-type: none"> <li>• Write two sentences using each word.</li> <li>• The sentences are to be grade appropriate and use at least eight words in each sentence</li> </ul>
<b>R o w  2</b>	<p><b>Activity 4</b></p> <p>Complete a second read of the text. As you read, take notes on the key ideas of the text.</p> <p>Then, write a summary of the text. Make sure that your summary includes details from the beginning, middle, and end of the speech. Your summary should be at least 5 sentences long.</p>	<p><b>Activity 5</b></p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>In the context of the text, why do people succeed? What does King attribute her success to? How can others achieve similar success and happiness? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.</p>	<p><b>Activity 6</b></p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>In the context of the text, what are the effects of following the crowd? What do people run the risk of doing if they value normality over difference? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.</p>

Lesson Two

**Grade: 7 Subject: English Language Arts**

Topic: Salvador Dalí

*Salvador Dalí (1904 - 1989) was a famous Spanish artist who specialized in surrealist paintings. Surrealism is a cultural movement that began in the early 1920s. Surrealists produce unnerving, illogical artwork and writing that encourages the unconscious to express itself. In this informational text, Jessica McBirney discusses the life and success of Dalí, one of the most famous surrealist painters.*



Salvador Dalí was a famous surrealist painter in the early 20th century. His paintings used unexpected, sometimes nonsensical images to show people that there was more to the human mind than simple realism. Famous for his impressively long mustache, Dalí impressed the world with his creativity, unique style, and thought-provoking imagery.

#### EARLY DRAWING

Salvador Dalí was born in Figueres, Spain in 1904. At an early age, he expressed some of the eccentricities<sup>1</sup> and emotional outbursts that would later make him famous. Because of his unusual personality, Dalí had a difficult relationship with his parents; his mother was very affectionate and indulgent towards his passions and outbursts, but his father was extremely strict and often acted cruelly towards his son.

Even so, both his parents recognized artistic talent in their young son. He spent hours drawing detailed pictures. They decided to build Dalí a small art studio next to their summer house on the coast of Spain, and when he was twelve they sent him to art school.

## ART SCHOOLS

Dalí was not a serious student while attending art school, although his drawing continued to improve. He enjoyed standing out from his peers, so he grew his hair long and intentionally wore the strangest clothes he could find. After his first year at art school, Dalí discovered a love for painting. Later, his father arranged a private show of some of Dalí's work, and by 1919 the young artist opened his first public exhibition in Figueres, Spain.

Two years later Dalí's mother died of breast cancer, and the tragedy devastated him. He had been close with his mother and counted on her for emotional support. After her death, the problems between Dalí and his father increased and would remain this way for the rest of his life.

In 1922, Dalí decided to move to Madrid, the capital city of Spain, to attend the arts academy, Academia de San Fernando. Living in the student housing on campus, he expressed his flair for the unusual more than ever before. He grew sideburns and wore dramatic coats and stockings. This love for the strange and unusual bled into his artwork; he experimented with many styles of art, including Cubism<sup>2</sup> and Dada, a countercultural art movement that said wars were caused by peoples' reliance on logic, reason, and money. Dalí butted heads with the school administration a few times, which earned him a suspension and a brief time in jail. Finally, just before he could graduate in 1926, Dalí was permanently expelled for claiming the school did not have any professors qualified enough to give him final grades.

## SURREALISM

Not discouraged, Dalí traveled back and forth to Paris, France several times in the next few years. He met with famous artists such as Pablo Picasso. When Dalí met painter Joan Miró in 1929, he was introduced to the style of painting he would use for the rest of his career: Surrealism.

Surrealism was already a movement in the international art community that believed art should unleash the creative power of each person's mind. The people behind the movement believed that images should not be restricted to what we see in the real world. Dalí used surrealist painting to record many of the events and images he saw in dreams, especially when those images did not "make sense." For example, his most famous painting, *The Persistence of Memory*, shows clocks melting on a soft, beach landscape and being eaten by ants. Dalí, unlike some other surrealist artists, liked to use painting to show others the unusual reality inside his head.

Dalí found his home in the surrealist community in Paris. As he continued painting he also partnered with some filmmakers to create art for several movies. Dalí's artwork appeared in a long dream sequence in "Spellbound," a movie by the famous Hollywood director, Alfred Hitchcock.

As he grew more famous for his artwork (rich clients around Paris frequently purchased his paintings), he was equally well known for his eccentric personality. He grew an extremely long mustache that became iconic<sup>3</sup> for him. He walked around town wearing a cape and carrying a walking stick. He attended events in outlandish<sup>4</sup> costumes –he once gave an important lecture while wearing a wetsuit and walking two Russian wolfhounds.

## LATER CAREER AND MUSEUM

For reasons that still remain disputed, Dalí was officially kicked out of the surrealist group in 1934. The fight may have happened because of his overwhelming personality, differing political views, or personal tensions. He and his wife, Gala, moved to the United States for several years, where Dalí transitioned from surrealism to classical art. The Metropolitan Museum of Modern Art held a special exhibition of his work.

After he moved back to Europe in 1948 he spent the next 15 years working on 19 large canvases that combined classical attention to detail with surrealist images and subject matter. He focused on historical and religious themes. After he finished those he began rebuilding the old Municipal Theater of Figueres, the place of Dalí's first-ever art show in Spain. He transformed it into a personal museum; the architecture and artwork inside captured his surrealist tendencies<sup>5</sup> and themes. The museum houses a broad range of Dalí's work, from his earliest paintings to later pieces he made just for the museum.

Dalí's career came to an end when he began suffering from a disease that limited his hand movements. After his wife, Gala, died, he became very depressed, and later he died of heart failure in 1989.

Dalí was one of the most influential surrealist painters in history. He saw himself as a purer surrealist than most of the other artists in the movement in Paris, and countless modern artists have said Dalí is a big inspiration for them. His incredible talent and his unique, eccentric personality are some of the most well-remembered details in art history.

1. **Eccentricity** (noun) : an unusual or strange behavior
2. **Cubism** is a style of art that abandons traditional understandings of space and uses geometric shapes to stand in for other objects.
3. **Iconic** (adjective) : widely recognized or well-established
4. **Outlandish** (adjective) : looking or sounding bizarre
5. **Tendency** (noun) : a quality that makes someone likely to think or behave in a particular way

## What Students are Learning:

Your student will read the non-fictional text. Your student will be responsible for learning about the life of artist Salvador Dali.

- CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.

## Background and Context for Parents and Guardians:

- In the informational text "Salvador Dalí," Jessica McBirney discusses the famously eccentric surrealist artist, Salvador Dalí.



- As your student reads, they will be considering the theme of resilience & success as it relates to the text. They will work to answer this big question:
- "Why do people succeed?"

### Ways to support your student:

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.
  - **Eccentricity** (noun) : an unusual or strange behavior
  - **Cubism** is a style of art that abandons traditional understandings of space and uses geometric shapes to stand in for other objects.
  - **Iconic** (adjective) : widely recognized or well-established
  - **Outlandish** (adjective) : looking or sounding bizarre
  - **Tendency** (noun) : a quality that makes someone likely to think or behave in a particular way
- After reading, ask questions about the text. These questions could include:
  - What did you think the text was mostly about?
  - What do you think the author wanted you to know about the topic? That is an interesting point. What made you think that?

### Online Resources for Students:

**Video:** The videos linked below will help students learn more about Dali.

- ['Analysis of "The Persistence of Memory" by Salvador Dali '](https://www.youtube.com/watch?v=7XFDOr-mZc8)  
(<https://www.youtube.com/watch?v=7XFDOr-mZc8>)

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When you access this link from home you will need to log in with the barcode number on your library card. If you do not have a library card, click on the link that reads: Apply for an e-card now. You will need to enter your email and zip code. You will receive a login to Powerlibrary.

**Building Background Knowledge:** Students can explore this website to learn more about Surrealism [Tate Kids](https://www.tate.org.uk/kids/explore/what-is/surrealism) (<https://www.tate.org.uk/kids/explore/what-is/surrealism>).

**Tic-Tac-Toe Choice Board 2: "Salvador Dalí"**

**Directions:** Read the text "Salvador Dalí". You can access the text above or [HERE](https://tinyurl.com/dalireading) (<https://tinyurl.com/dalireading> ). Then, choose **4** activities from the choice board below. You should complete at least two tasks from each **row**.

<b>R o w  1</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>
	<p>Complete a first read of the text "Salvador Dalí"</p> <p>Write:</p> <ul style="list-style-type: none"> <li>• 3 things that stood out to you about the text.</li> <li>• 3 questions you have about the text.</li> </ul>	<p>Read "Salvador Dalí" and answer the comprehension questions below. Each response should be 3-5 sentences long.</p> <ul style="list-style-type: none"> <li>• What is the central idea of the text? Support your response with evidence from the text.</li> <li>• How did Dalí's parents contribute to his artistic success? Support your response with evidence from the text.</li> </ul>	<p>Word Study: Read the definitions of the vocabulary words (eccentricity, cubism, iconic, outlandish, tendency)</p> <ul style="list-style-type: none"> <li>• Write two sentences using each word.</li> <li>• The sentences are to be grade appropriate and use at least eight words in each sentence</li> </ul>
<b>R o w  2</b>	<b>Activity 4</b>	<b>Activity 5</b>	<b>Activity 6</b>
	<p>Complete a second read of the text. As you read, take notes on the key ideas of the text.</p> <p>Then, write a summary of the text. Make sure that your summary includes details from the beginning, middle, and end of the article. Your summary should be at least 5 sentences long.</p>	<p>Respond to the text: Write an essay responding to the prompt below.</p> <p>Salvador Dalí gained fame in part for what made him different. How can being eccentric be both a positive and a negative quality? Can you think of any other artists or celebrities who are known for being eccentric? Cite examples from the text, your own experience, and other literature, art, or history in your answer.</p>	<p>Respond to the text: Write an essay responding to the prompt below.</p> <p>How did Salvador Dalí's eccentric personality contribute to both successes and challenges in his life?</p>



## Lesson Three

### Grade: 7 Subject: English Language Arts

Topic: "Salvador Dalí" and "How Autism Freed Me to be Myself"

In this lesson, students will use the two texts that they read in lessons 1 and 2 to synthesize their learning. Students should re-read the texts to familiarize themselves with the content in each text.

#### What Students are Learning:

Your student will reread the two non-fiction texts that they used in lessons 1 and 2. Your student will be responsible for deepening their understanding of the value of being different.

- CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.
- CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.

#### Background and Context for Parents and Guardians:

- In the informational texts "Salvador Dalí" and "How Autism Freed Me to be Myself" the authors discuss the value of being different.
- As your student works on this lesson, they will consider the theme of resilience & success as it relates to the texts. They will work to answer this big question:
  - Why do people succeed?
  - What is the value in being different?

#### Ways to support your student:

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.
  - **Stereotype**: a widely held but fixed and oversimplified image or idea of a particular type of person or thing
  - **Refuge** (noun):shelter or protection from danger
  - **Chaff**: a phrase meaning to separate things or people that are of high quality from those that are not
  - **Eccentricity** (noun) : an unusual or strange behavior
  - **Cubism** is a style of art that abandons traditional understandings of space and uses geometric shapes to stand in for other objects.
  - **Iconic** (adjective) : widely recognized or well-established
  - **Outlandish** (adjective) : looking or sounding bizarre
  - **Tendency** (noun) : a quality that makes someone likely to think or behave in a particular way



**Video:** This [video](https://www.youtube.com/watch?v=6pRlaKq3L5I&feature=youtu.be) (<https://www.youtube.com/watch?v=6pRlaKq3L5I&feature=youtu.be>) provides students with an explanation about how they can compare two informational texts that cover similar topics.

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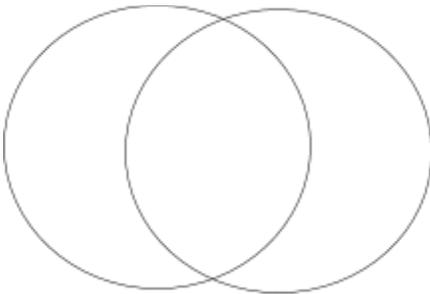
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**Building Background Knowledge:** In this lesson, students will be asked to compare two texts that cover similar topics. [This tool](https://tinyurl.com/howtocomparetexts) (<https://tinyurl.com/howtocomparetexts>) can be used to support students in comparative work.

**Tic-Tac-Toe Choice Board 3: "How Autism Freed Me to be Myself" and "Salvador Dalí".**

**Directions:** Reread the texts "How Autism Freed Me to be Myself" and "Salvador Dalí". You can access the texts [HERE](https://tinyurl.com/howautism) (<https://tinyurl.com/howautism>) and [HERE](https://tinyurl.com/dalireading) (<https://tinyurl.com/dalireading>). Then, choose **4** activities from the choice board below. You should complete at least two tasks from each **row**.

<b>R o w  1</b>	<p style="text-align: center;"><b>Activity 1</b></p> <p>Reread "How Autism Freed Me to be Myself" and "Salvador Dalí". Then, create a Venn Diagram comparing the texts.</p> 	<p style="text-align: center;"><b>Activity 2</b></p> <p>Reread "How Autism Freed Me to be Myself" and "Salvador Dalí".</p> <p>Write an essay comparing Salvador Dali and Rose King. How are these two individuals similar? How are they different?</p>	<p style="text-align: center;"><b>Activity 3</b></p> <p>Word Study: Choose 5 additional, unfamiliar words from either text.</p> <ul style="list-style-type: none"> <li>● Look up the definition of each word</li> <li>● Write two sentences using each word.</li> <li>● The sentences are to be grade appropriate and use at least eight words in each sentence</li> </ul>
<b>R o w  2</b>	<p style="text-align: center;"><b>Activity 4</b></p> <p>Personal Writing: What is something unique about yourself that you value? Do you let other people know about this unique quality? Why or why not?</p> <p>Your response should be at least 3 paragraphs long.</p>	<p style="text-align: center;"><b>Activity 5</b></p> <p>Genre Writing: In "How Autism Freed Me to be Myself" the author writes a speech on a topic that she cares about.</p> <p>Write your own speech about an issue you care about. Your speech can be about a topic that interests you such as an issue in your neighborhood, an issue at school, or something you want to learn more about. Your speech should be at least 5 paragraphs long.</p>	<p style="text-align: center;"><b>Activity 6</b></p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>According to the text, Salvador Dalí "enjoyed standing out." Similarly, Rose King discusses the value of being different.</p> <p>Why do you think people make the decision to stand out from the crowd? Why do some people feel the need to be just like everyone else? What challenges do both types of people face?</p>

## Lesson Four

### Grade: 7 Subject: English Language Arts

Topic: How the News Media Works  
by Jessica McBirney 2017

Society is affected by how people access their news and the quality of the news that they receive. In this informational text, Jessica McBirney explores what “news media” means today, and how people acquire the information that shapes their views of the world. As you read, take notes on how news media affects society.



["Press conference in WlilP"](#) by Artur Czachowski is licensed under CC BY 2.0.

#### WHAT IS NEWS MEDIA?

When people talk about “news media,” they are referring to a wide variety of sources that write or talk about current events. The news media includes newspapers, magazines, television news shows, radio news shows, and Internet sources such as online newspapers and independent blogs. The Internet has radically changed how news sources communicate with their audience, and it has made it harder to define “news media” exactly.

Some news organizations are larger than others. Most towns have their own local newspaper and TV station that focus on community issues and events. There are also regional news outlets; for example, the Los Angeles Times is based in Los Angeles, California, but reports on issues relevant to the whole state and sometimes the whole country. Finally, national news organizations report on national and foreign issues. These organizations include big media companies such as The New York Times, CNN, Fox News, ABC News, and others.

#### HOW ARE NEWS STORIES WRITTEN?

The first step in writing a news story is for a reporter, or journalist, to have an idea. Sometimes reporters go out into their communities or look online to find new story ideas. Other times people come to them with interesting topics.

Once the reporter has an idea, they explain, or “pitch,” it to their editor. They have to prove to their editor that the story is interesting for readers and timely in the community. If it is a good story idea, the editor will approve it.

Then the reporter must go out into the community to collect information. Depending on what topic they are covering, they might attend events, search through public documents, or interview people involved in the story. They want to find enough information to make sure the story covers all the important points about their

topic, and they want to make sure they have presented both sides of anything controversial.<sup>1</sup> Once they have all their information, they can write the story.

The final step is giving the completed story to the editor, who reviews it to make sure all the information is clear and checks all the facts. Now that the story is complete, it can be published — whether it is printed in a newspaper, posted online, or read by a TV news anchor.

### WHY DO WE NEED NEWS?

Looking at a newspaper full of articles about politics and international events may seem boring, but the news media actually plays an extremely important role in our country. Reporters keep track of elected government officials to make sure they follow the laws. They also keep the public informed about what the government is doing. People rely on the information they learn in the news to decide who to vote for and whether they approve of their current leaders and representatives.

### WHY IS THE NEWS SOMETIMES CONTROVERSIAL?

Reporters gather facts and write about them — so why do some people say the news is unreliable? They are worried that news stories might be biased. Bias<sup>2</sup> is an unfair representation of something or someone. It can happen when only one side of a story is presented, when only certain facts are shared, or when news organizations choose which stories they want to publish. Readers sometimes worry that news organizations, intentionally or accidentally, publish biased stories.

News organizations try to avoid bias as much as they can. They hire trained reporters who know how to ask good questions about all sides of a story. They also employ many different editors to double-check all of the facts cited in the articles.

Readers of the news can take their own steps to avoid possible bias in the news they read. They can read news from multiple sources, or they can look up facts on their own to make sure the news matches other websites and records. It is impossible to avoid bias completely, but news writers and news readers can still do a lot to make sure the information they share and read is accurate.

*“How the News Media Works” by Jessica McBirney. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.*

### Notes

1. **Controversial** (adjective) : likely to give rise to public disagreement
2. **Bias**: an unfair representation of something or someone

### What Students are Learning:

Your student will read the non-fictional text. Your student will be responsible for learning about how the news media works. They will learn about how reporters do their job.

- CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.



### Background and Context for Parents and Guardians:

In the information text “How the News Media Works,” Jessica McBirney discusses how we receive information about events around the world and the controversy surrounding it. As students work with this text, they will explore the themes of education & knowledge, and technology, progress & industry as they relate to the text. Students will be considering these big questions:

- "How has America changed over time?"
- "What are the costs and benefits of technology?", and
- "How do we understand the world around us?"

### Ways to support your student:

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.
  - **Controversial** (adjective) : likely to give rise to public disagreement
  - **Bias**: an unfair representation of something or someone
- After reading, ask questions about the text. These questions could include:
  - What did you think the text was mostly about?
  - What do you think the author wanted you to know about the topic? That is an interesting point. What made you think that?
  - What did you learn about education & knowledge, technology, progress & industry?

### Online Resources for Students:

**Video:** Watch the following clips with your child at home:

- ['Social Media and News - Is it Reliable?'](https://www.youtube.com/watch?v=qmxrRcClq7E) | (<https://www.youtube.com/watch?v=qmxrRcClq7E>)
- ['How to choose your news - Damon Brown'](https://www.youtube.com/watch?v=q-Y-z6HmRgI) | (<https://www.youtube.com/watch?v=q-Y-z6HmRgI>)

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Link: <https://powerlibrary.org>

When you access this link from home you will need to log in with the barcode number on your library card. If you do not have a library card, click on the link that reads: Apply for an e-card now. You will need to enter your email and zip code. You will receive a login to Powerlibrary.

### Building Background Knowledge:

Media are defined as the means of communication that reach or influence people widely (for example; radio, television, newspapers, magazines, and the Internet). To be media literate, ask questions and keep your eyes wide open. Some questions you can ask are: WHO made this? WHAT is missing from this message? WHO might benefit from this message? WHY was it made? HOW might different people interpret this message? WHO might be harmed by this message?

Additional information about media literacy can be found here: [Media Literacy for Kids](https://www.commonsense.org/education/videos/5-essential-media-literacy-questions-for-kids)  
(<https://www.commonsense.org/education/videos/5-essential-media-literacy-questions-for-kids>)

**Tic-Tac-Toe Choice Board 4: "How the News Media Works"**

**Directions:** Read the text "How the News Media Works". You can access the text above or [HERE](https://tinyurl.com/hownewsmediaworks) (<https://tinyurl.com/hownewsmediaworks>). Then, choose **4** activities from the choice board below. You should complete at least two tasks from each **row**.

<b>R o w  1</b>	<p><b>Activity 1</b></p> <p>Complete a first read of the text "How the News Media Works"</p> <p>Write:</p> <ul style="list-style-type: none"> <li>● 3 things that stood out to you about the text.</li> <li>● 3 questions you have about the text.</li> </ul>	<p><b>Activity 2</b></p> <p>Read "How the News Media Works" and answer the comprehension questions below. Each response should be 3-5 sentences long.</p> <ul style="list-style-type: none"> <li>● What does today's news media include? Support your response with evidence from the text.</li> <li>● What steps must be taken before a news story is published? Support your response with evidence from the text.</li> <li>● According to the author, how should we get our news? Support your response with evidence from the text.</li> </ul>	<p><b>Activity 3</b></p> <p>Word Study: Read the definitions of the vocabulary words (controversial and bias)</p> <ul style="list-style-type: none"> <li>● Write two sentences using each word.</li> <li>● The sentences are to be grade appropriate and use at least eight words in each sentence</li> </ul>
<b>R o w  2</b>	<p><b>Activity 4</b></p> <p>Complete a second read of the text. As you read, take notes on the key ideas of the text.</p> <p>Then, write a summary of the text. Make sure that your summary includes details from the beginning, middle, and end of the article. Your summary should be at least 5 sentences long.</p>	<p><b>Activity 5</b></p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>According to the author, How is the public affected by the possibility of biased news? Support your response with evidence from the text.</p>	<p><b>Activity 6</b></p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>How has technology affected the news media? How has technology improved or worsened the accuracy of news media? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.</p>

Lesson Five

**Grade: 7 Subject: English Language Arts**

Topic: Online Identity  
By CommonLit Staff

Consider the different ways we express ourselves, especially in the new age of technology. The Internet has heavily shaped our notion of identity. On the Internet, people can create a multitude of personas, some of which can be created with false information. As you read, take notes on the ways in which people express their identity on the Internet.



["Sisters"](#) by Stephen Harlan is licensed under CC BY 2.0.

### ONLINE IDENTITIES

An online identity, sometimes called an Internet persona, is an identity established by a user to interact with others through social media such as Facebook, Twitter, blogs, or multi-player games. Although some people use their real names online, many Internet users prefer to be anonymous, identifying themselves by pseudonyms<sup>1</sup>. Some users can be deceptive<sup>2</sup> about their identity.

Users express online identity both explicitly and implicitly. Users express themselves explicitly through usernames, pictures, and the information about themselves that they choose to give others, such as their hometown. They can also explicitly express their identity by choosing an avatar, an icon-sized graphic image, or by creating user profiles in social media networks, such as Facebook. Implicitly, users express their identity through what they say to other users and the opinions they express. As other users interact with an established online identity, it gains a reputation, which enables them to decide whether the identity is worthy of trust.

### THE RELIABILITY OF ONLINE IDENTITY AND THE "MASK" EFFECT

Social networking services and online avatars have made the notion of identity far more complex, because the identities that people define in the social media are not necessarily the identities that they actually have. For example, several studies have shown that people lie about themselves in online dating profiles, or in communication with potential partners.

A person may feel that she is able to lie about her identity on the Internet because it creates a “mask” effect, where no one can see her “true self.” Social theorists believe that whenever an individual interacts with others online, she portrays a mask of her identity, not her true identity. This is partly due to the fact that in some online contexts, such as Facebook, she must answer specific questions to create an online profile. Further, as she begins to interact with others, she adds more and more layers to her mask through the vocabulary she uses and the topics she writes about.

The kind of mask one chooses reveals at least something about the person who chooses it. While the online mask does not reveal the actual identity of the person, it does reveal an example of what lies behind the mask. For instance, if a person chooses to act like a rock star online, this may mean that he or she has an interest in rock music. Even a person choosing to hide behind a totally false identity says something about the fear and lack of self-esteem he or she may be experiencing.

### RELATION TO REAL-WORLD PHYSICAL AND SENSORY CONSTRAINTS

Online identity offers potential social benefits to those with physical and sensory<sup>3</sup> disabilities, because others cannot see them. These users can free themselves from their disabilities by creating online personas that are not disabled. This is called “disembodiment,” and gives these users the opportunity to operate outside the constraints of social stigmatization. They can be treated on their merits as a person, rather than being seen as someone inferior due to a disability.

### CONCERNS

Most concerns about virtual identity revolve around the contrast between online and offline existence. The ability to challenge the notion of what “real” means has raised questions about how virtual experience may affect one’s offline emotions.

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1. Pseudonym (noun) : a false name
2. Deceptive (adjective) : meant to trick or deceive someone
3. Sensory (adjective) : something that can be felt by the five senses

### What Students are Learning:

Your student will read the non-fictional text. Your student will be responsible for learning about how people are able to use social media to create new identities. They will learn about the benefits and challenges that come with being able to create new identities online.

- CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.

### Background and Context for Parents and Guardians:



This text directly examines the way online social networking affects our concepts of identity (Are we truthful about the way we portray ourselves on the Internet? Will this change who we really are?).

As students read, they will examine the themes of identity, technology, progress, and industry as they relate to the text. They will try to answer these big questions :

- "What are the costs and benefits of technology?" and
- "Can you change your identity?"

### Ways to support your student:

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.
  1. **Pseudonym** (noun) : a false name
  2. **Deceptive** (adjective) : meant to trick or deceive someone
  3. **Sensory** (adjective) : something that can be felt by the five senses
- After reading, ask questions about the text. These questions could include:
  - What did you think the text was mostly about?
  - What do you think the author wanted you to know about the topic? That is an interesting point. What made you think that?
  - What did you learn about technology, progress & industry?

### Online Resources for Students:

#### Video:

- Watch [Is Facebook Changing Our Identity? | Idea Channel | PBS Digital Studios](#) at home with your child. ([https://www.youtube.com/watch?v=WRiGZJQZ\\_X4](https://www.youtube.com/watch?v=WRiGZJQZ_X4))

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Link: <https://powerlibrary.org>

When you access this link from home you will need to log in with the barcode number on your library card. If you do not have a library card, click on the link that reads: Apply for an e-card now. You will need to enter your email and zip code. You will receive a login to Powerlibrary.

### Building Background Knowledge:

Below you will find information about creating a safe online presence for kids.

Accessed here: <https://kidshealth.org/en/teens/online-id.html>

### Protecting Your Online Identity and Reputation

Whenever you use a social network, send a text, or post online, you're adding to your online identity. Your online identity may be different from your real-world identity — the way your friends, parents, and teachers think of you.

Trying on different personas is part of the fun of an online life. You can change the way you act and present yourself to others, and you can learn more about things that interest you. And, just as in real life, you can take steps to help you stay in control.

## Things to Consider

Here are some things to consider to safeguard your online identity and reputation:

**Remember that nothing is temporary online.** The online world is full of chances to interact and share with others. It's also a place where nothing is temporary and there are no "take-backs." A lot of what you do and say online can be seen even if you delete it — and it's a breeze for others to copy, save, and forward your information.

**Mark your profiles as private.** Anyone who accesses your profile on social networking sites can copy or screen-grab information and photos that you may not want the world to see. Don't rely on the site's default settings. Read each site's guidelines to make sure you're doing everything you can to keep your material private.

**Safeguard your passwords and change them often.** If someone logs on to a site and pretends to be you, they can trash your identity. Pick passwords that no one will guess and change them often. Never share them with anyone other than your parents or a trusted adult. Not even your best friend, boyfriend, or girlfriend should know your private passwords!

**Don't post inappropriate pictures or comments.** Things that seem funny or cool to you right now might not seem so cool years from now — or when a teacher, admissions officer, or potential employer sees them. A good rule of thumb is: if you'd feel weird if your grandmother, coach, or best friend's parents saw it, it's probably not a good thing to post. Even if it's on a private page, it could be hacked or copied and forwarded.

**Don't respond to inappropriate requests.** Many teens get inappropriate messages and solicitations when they're online. These can be scary, strange, and even embarrassing. If you feel harassed by a stranger or a friend online, tell an adult you trust immediately. It is never a good idea to respond. Responding is only likely to make things worse, and might result in you saying something you wish you hadn't.

**Take a breather to avoid "flaming."** Feel like firing off an angry text or comment? Wait a few minutes, calm down, and remember that the comments may stay long after you've regained your temper or changed your mind. Feeling anonymous on social networks or other sites can make people feel OK about posting mean, insulting, or abusive comments. Sharing stuff or making angry comments when we're not face to face with someone can be hurtful and damage how others see us if they find out. A good rule to remember: if you wouldn't say it, show it, or do it in person, you don't want to online.

**Respect copyrights.** Know about copyright laws and make sure you don't post, share, or distribute copyrighted images, songs, or files. Sure, you want to share them, but you don't want to do anything illegal that can come back to haunt you later.

**Check yourself.** Check your "digital footprint." Try typing your screen name or email address into a search engine and see what comes up. That's one way to get a sense of what others see as your online identity. Take it offline. In general, if you have questions about the trail you're leaving online, don't be afraid to ask a trusted adult. Sure, you might know more about the online world than a lot of adults do, but they have life experience that can help.

Your online identity and reputation are shaped in much the same way as your real-life identity. But when you're online you don't always get a chance to explain your tone or what you mean. Thinking before you post and being responsible can help you avoid leaving an online identity trail you regret.

**Tic-Tac-Toe Choice Board 5: "Online Identity"**

**Directions:** Read the text "Online Identity". You can access the text above or [HERE](https://tinyurl.com/onlineidentitypassage) (<https://tinyurl.com/onlineidentitypassage>). Then, choose **4** activities from the choice board below. You should complete at least two tasks from each **row**.

<b>R o w  1</b>	<p><b>Activity 1</b></p> <p>Complete a first read of the text "Online Identity"</p> <p>Write:</p> <ul style="list-style-type: none"> <li>● 3 things that stood out to you about the text.</li> <li>● 3 questions you have about the text.</li> </ul>	<p><b>Activity 2</b></p> <p>Read "Online Identity" and answer the comprehension questions below. Each response should be 3-5 sentences long.</p> <ul style="list-style-type: none"> <li>● What is the central idea of the text? Support your response with evidence from the text.</li> <li>● How does paragraph 5 contribute to the development of the ideas in the text? Cite evidence from the text to support your answer.</li> </ul>	<p><b>Activity 3</b></p> <p>Word Study: Read the definitions of the vocabulary words (pseudonym, deceptive, sensory)</p> <ul style="list-style-type: none"> <li>● Write two sentences using each word.</li> <li>● The sentences are to be grade appropriate and use at least eight words in each sentence</li> </ul>
<b>R o w  2</b>	<p><b>Activity 4</b></p> <p>Complete a second read of the text. As you read, take notes on the key ideas of the text.</p> <p>Then, write a summary of the text. Make sure that your summary includes details from the beginning, middle, and end of the article. Your summary should be at least 5 sentences long.</p>	<p><b>Activity 5</b></p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>In your opinion, can a person truly become someone else on the Internet? Explain your answer using specific evidence from the text.</p>	<p><b>Activity 6</b></p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>What makes a person who they are—how they see themselves, how other people see them, or their behaviors, and decisions? Explain your answer citing evidence from the text.</p>

## Lesson Six

**Grade: 7 Subject: English Language Arts**

Topic: “How the News Media Works” and “Online Identify”

In this lesson, students will use the two texts that they read in lessons 4 and 5 to synthesize their learning. Students should re-read the texts to familiarize themselves with the content in each text.

**What Students are Learning:**

Your student will reread the two non-fiction texts that they used in lessons 4 and 5. Your student will be responsible for deepening their understanding of the impact modern technology has on individuals. They will be asked to consider the larger implications of social media and the internet.

- CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.
- CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.

**Background and Context for Parents and Guardians:**

- In the informational texts “How the News Media Works” and “Online Identify” the authors discuss the implications of modern technology. The authors highlight both the benefits and challenges that come with technological developments.
- As your student works on this lesson, they will consider the theme of technological developments as it relates to the texts. They will work to answer these big question:
  - "What are the costs and benefits of technology?" and
  - "Can you change your identity?"
  - “How do we understand the world around us?”

**Ways to support your student:**

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.
  1. **Controversial** (adjective) : likely to give rise to public disagreement
  2. **Bias**: an unfair representation of something or someone
  3. **Pseudonym** (noun) : a false name
  4. **Deceptive** (adjective) : meant to trick or deceive someone
  5. **Sensory** (adjective) : something that can be felt by the five senses



**Video:** This [video](https://www.youtube.com/watch?v=6pRlaKq3L5I&feature=youtu.be) (<https://www.youtube.com/watch?v=6pRlaKq3L5I&feature=youtu.be>) provides students with an explanation about how they can compare two informational texts that cover similar topics.

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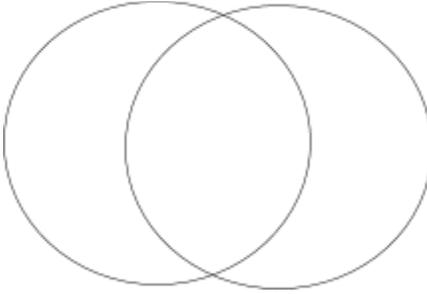
Link: <https://powerlibrary.org>

When you access this link from home you will need to log in with the barcode number on your library card. If you do not have a library card, click on the link that reads: Apply for an e-card now. You will need to enter your email and zip code. You will receive a login to Powerlibrary.

**Building Background Knowledge:** In this lesson, students will be asked to compare two texts that cover similar topics. [This tool](https://tinyurl.com/howtocomparetexts) (<https://tinyurl.com/howtocomparetexts>) can be used to support students in comparative work.

**Tic-Tac-Toe Choice Board 6: “How the News Media Works” and “Online Identify”**

**Directions:** Reread the texts “How the News Media Works” and “Online Identify”. You can access the texts [HERE](https://tinyurl.com/hownewsmediaworks) (<https://tinyurl.com/hownewsmediaworks>) and [HERE](https://tinyurl.com/onlineidentitypassage) (<https://tinyurl.com/onlineidentitypassage>). Then, choose **4** activities from the choice board below. You should complete at least two tasks from each **row**. .

<p style="text-align: center;"><b>R o w  1</b></p>	<p style="text-align: center;"><b>Activity 1</b></p> <p>Reread “How the News Media Works” and “Online Identify”. Then, create a Venn Diagram comparing the texts.</p> 	<p style="text-align: center;"><b>Activity 2</b></p> <p>Reread “How the News Media Works” and “Online Identify”</p> <p>Write an essay comparing the information presented in each article. How are the two articles similar? How are the two articles different? Support your response with evidence from the text.</p>	<p style="text-align: center;"><b>Activity 3</b></p> <p>Word Study: Choose 5 additional, unfamiliar words from either text.</p> <ul style="list-style-type: none"> <li>• Look up the definition of each word</li> <li>• Write two sentences using each word.</li> <li>• The sentences are to be grade appropriate and use at least eight words in each sentence</li> </ul>
<p style="text-align: center;"><b>R o w  2</b></p>	<p style="text-align: center;"><b>Activity 4</b></p> <p>Personal Writing:</p> <p>The author of “Online Identity” discusses how we develop our online identities. Do you think that you can change your identity? Use evidence from the text, your own experience, and other art or literature to explain your answer.</p> <p>Your response should be at least 3 paragraphs long.</p>	<p style="text-align: center;"><b>Activity 5</b></p> <p>Genre Writing: Both “How the News Media Works” and “Online Identify” discuss ways to responsibly use the internet and social media.</p> <p>Create your own “Guide to Safe Internet Use”. The audience for this guide is other teenagers. Please reference the ideas presented in the articles to support your work.</p>	<p style="text-align: center;"><b>Activity 6</b></p> <p>Respond to the text: Write an essay responding to the prompt below. Use evidence from both “How the News Media Works” and “Online Identify” to support your thinking.</p> <p>Think about how you receive news and the debates that are surrounding the news today. Then think about how you use social media to create an identity for yourself. How has the media changed over time in America? In what ways has the media changed during your life?</p>

Lessons Seven and Eight

*Note: Due to the length of this text, it is expected that students will take two days to complete the choice board connected to this text.*

**Grade: 7 Subject: English Language Arts**

Topic: Cinderella  
By Charle Perrault

*French author Charles Perrault is often called the “father of the fairy tale” for his well known tales such as “Little Red Riding Hood,” “Puss in Boots,” “Sleeping Beauty,” and “Cinderella.” Cinderella is a famous folk tale, a story that has been passed down for many generations, about a young woman trying to overcome the cruelty of some of her family. There are numerous different versions of the story, with historical roots in places as far apart as China and Italy. This version, by Perrault, is the first to include the famous pumpkin, fairy godmother, and glass slippers. As you read, take notes on how Cinderella and her stepsisters treat each other throughout the story.*



["1920s-Cinderella"](#) by clotho98 is licensed under CC BY-NC 2.0.

Once there was a gentleman who married, for his second wife, the proudest and most haughty<sup>1</sup> woman that was ever seen. She had, by a former husband, two daughters of her own, who were, indeed, exactly like her in all things. He had likewise, by another wife, a young daughter, but of unparalleled<sup>2</sup> goodness and sweetness of temper, which she took from her mother, who was the best creature in the world.

No sooner were the ceremonies of the wedding over but the stepmother began to show herself in her true colors. She could not bear the good qualities of this pretty girl, and the less because they made her own daughters appear the more odious.<sup>3</sup> She employed her in the meanest work of the house. She scoured<sup>4</sup> the dishes, tables, etc., and cleaned madam’s chamber, and those of misses, her daughters. She slept in a sorry garret,<sup>5</sup> on a wretched<sup>6</sup> straw bed, while her sisters slept in fine rooms, with floors all inlaid, on beds of the very newest fashion, and where they had looking glasses<sup>7</sup> so large that they could see themselves at their full length from head to foot.



The poor girl bore it all patiently, and dared not tell her father, who would have scolded her; for his wife governed him entirely. When she had done her work, she used to go to the chimney corner, and sit down there in the cinders and ashes, which caused her to be called Cinderella. Only the younger sister, who was not so rude and uncivil<sup>8</sup> as the older one, called her Cinderella. However, Cinderella, notwithstanding her coarse apparel,<sup>9</sup> was a hundred times more beautiful than her sisters, although they were always dressed very richly.

It happened that the king's son gave a ball, and invited all persons of fashion to it. Our young misses were also invited, for they cut a very grand figure among those of quality. They were mightily delighted at this invitation, and wonderfully busy in selecting the gowns, petticoats,<sup>10</sup> and hair dressing that would best become them. This was a new difficulty for Cinderella; for it was she who ironed her sister's linen and pleated their ruffles. They talked all day long of nothing but how they should be dressed.

"For my part," said the eldest, "I will wear my red velvet suit with French trimming."

"And I," said the youngest, "shall have my usual petticoat; but then, to make amends<sup>11</sup> for that, I will put on my gold-flowered cloak, and my diamond stomacher,<sup>12</sup> which is far from being the most ordinary one in the world."

They sent for the best hairdresser they could get to make up their headpieces and adjust their hairdos, and they had their red brushes and patches from Mademoiselle de la Poche.

They also consulted Cinderella in all these matters, for she had excellent ideas, and her advice was always good. Indeed, she even offered her services to fix their hair, which they very willingly accepted. As she was doing this, they said to her, "Cinderella, would you not like to go to the ball?"

"Alas!" said she, "you only jeer<sup>13</sup> me; it is not for such as I am to go to such a place."

"You are quite right," they replied. "It would make the people laugh to see a Cinderella at a ball."

Anyone but Cinderella would have fixed their hair awry, but she was very good, and dressed them perfectly well. They were so excited that they hadn't eaten a thing for almost two days. Then they broke more than a dozen laces trying to have themselves laced up tightly enough to give them a fine slender<sup>14</sup> shape. They were continually in front of their looking glass.

At last the happy day came. They went to court, and Cinderella followed them with her eyes as long as she could. When she lost sight of them, she started to cry.

Her godmother, who saw her all in tears, asked her what was the matter.

"I wish I could. I wish I could." She was not able to speak the rest, being interrupted by her tears and sobbing.

This godmother of hers, who was a fairy, said to her, "You wish that you could go to the ball; is it not so?"

"Yes," cried Cinderella, with a great sigh.

"Well," said her godmother, "be but a good girl, and I will contrive<sup>15</sup> that you shall go." Then she took her into her chamber, and said to her, "Run into the garden, and bring me a pumpkin."



Cinderella went immediately to gather the finest she could get, and brought it to her godmother, not being able to imagine how this pumpkin could help her go to the ball. Her godmother scooped out all the inside of it, leaving nothing but the rind. Having done this, she struck the pumpkin with her wand, and it was instantly turned into a fine coach,<sup>16</sup> gilded all over with gold.<sup>17</sup>

She then went to look into her mousetrap, where she found six mice, all alive, and ordered Cinderella to lift up a little the trapdoor. She gave each mouse, as it went out, a little tap with her wand, and the mouse was that moment turned into a fine horse, which altogether made a very fine set of six horses of a beautiful mouse colored dapple gray.

Being at a loss for a coachman,<sup>18</sup> Cinderella said, "I will go and see if there is not a rat in the rat trap that we can turn into a coachman."

"You are right," replied her godmother, "Go and look."

Cinderella brought the trap to her, and in it there were three huge rats. The fairy chose the one which had the largest beard, touched him with her wand, and turned him into a fat, jolly coachman, who had the smartest whiskers that eyes ever beheld.

After that, she said to her, "Go again into the garden, and you will find six lizards behind the watering pot. Bring them to me."

She had no sooner done so but her godmother turned them into six footmen, who skipped up immediately behind the coach, with their liveries<sup>19</sup> all bedaubed<sup>20</sup> with gold and silver, and clung as close behind each other as if they had done nothing else their whole lives. The fairy then said to Cinderella, "Well, you see here an equipage<sup>21</sup> fit to go to the ball with; are you not pleased with it?"

"Oh, yes," she cried; "but must I go in these nasty rags?"

Her godmother then touched her with her wand, and, at the same instant, her clothes turned into cloth of gold and silver, all beset with jewels. This done, she gave her a pair of glass slippers, the prettiest in the whole world. Being thus decked out, she got up into her coach; but her godmother, above all things, commanded her not to stay past midnight, telling her, at the same time, that if she stayed one moment longer, the coach would be a pumpkin again, her horses mice, her coachman a rat, her footmen lizards, and that her clothes would become just as they were before.

She promised her godmother to leave the ball before midnight; and then drove away, scarcely<sup>22</sup> able to contain herself for joy. The king's son, who was told that a great princess, whom nobody knew, had arrived, ran out to receive her. He gave her his hand as she alighted<sup>23</sup> from the coach, and led her into the hall, among all the company. There was immediately a profound<sup>24</sup> silence. Everyone stopped dancing, and the violins ceased<sup>25</sup> to play, so entranced was everyone with the singular beauties of the unknown newcomer.

Nothing was then heard but a confused noise of, "How beautiful she is! How beautiful she is!"

The king himself, old as he was, could not help watching her, and telling the queen softly that it was a long time since he had seen so beautiful and lovely a creature.

All the ladies were busied in considering her clothes and headdress, hoping to have some made next day after the same pattern, provided they could find such fine materials and as able hands to make them. The king's son led her to the most honorable seat, and afterwards took her out to dance with him. She danced so very gracefully that they all more and more admired her. A fine meal was served up, but the young prince ate not a morsel,<sup>26</sup> so intently was he busied in gazing on her.

She went and sat down by her sisters, showing them a thousand civilities,<sup>27</sup> giving them part of the oranges and citrons<sup>28</sup> which the prince had presented her with, which very much surprised them, for they did not know her. While Cinderella was thus amusing her sisters, she heard the clock strike eleven and three-quarters, whereupon she immediately made a curtsy to the company and hurried away as fast as she could.

Arriving home, she ran to seek out her godmother, and, after having thanked her, she said she could not but heartily wish she might go to the ball the next day as well, because the king's son had invited her. As she was eagerly telling her godmother everything that had happened at the ball, her two sisters knocked at the door, which Cinderella ran and opened.

"You stayed such a long time!" she cried, gaping, rubbing her eyes and stretching herself as if she had been sleeping; she had not, however, had any manner of inclination<sup>29</sup> to sleep while they were away from home.

"If you had been at the ball," said one of her sisters, "you would not have been tired with it. The finest princess was there, the most beautiful that mortal eyes have ever seen. She showed us a thousand civilities, and gave us oranges and citrons."

Cinderella seemed very indifferent<sup>30</sup> in the matter. Indeed, she asked them the name of that princess; but they told her they did not know it, and that the king's son was very uneasy on her account and would give all the world to know who she was. At this Cinderella, smiling, replied, "She must, then, be very beautiful indeed; how happy you have been! Could not I see her? Ah, dear Charlotte, do lend me your yellow dress which you wear every day."

"Yes, to be sure!" cried Charlotte; "lend my clothes to such a dirty Cinderella as you are! I should be such a fool."

Cinderella, indeed, well expected such an answer, and was very glad of the refusal; for she would have been sadly put to it, if her sister had lent her what she asked for jestingly.<sup>31</sup>

The next day the two sisters were at the ball, and so was Cinderella, but dressed even more magnificently than before. The king's son was always by her, and never ceased his compliments and kind speeches to her. All this was so far from being tiresome to her, and, indeed, she quite forgot what her godmother had told her. She thought that it was no later than eleven when she counted the clock striking twelve. She jumped up and fled, as nimble as a deer. The prince followed, but could not overtake her. She left behind one of her glass slippers, which the prince picked up most carefully. She reached home, but quite out of breath, and in her nasty old clothes, having nothing left of all her finery but one of the little slippers, the mate to the one that she had dropped.

The guards at the palace gate were asked if they had not seen a princess go out. They replied that they had seen nobody leave but a young girl, very shabbily<sup>32</sup> dressed, and who had more the air of a poor country ella than a gentlewoman.



When the two sisters returned from the ball Cinderella asked them if they had been well entertained, and if the fine lady had been there.

They told her, yes, but that she hurried away immediately when it struck twelve, and with so much haste<sup>33</sup> that she dropped one of her little glass slippers, the prettiest in the world, which the king's son had picked up; that he had done nothing but look at her all the time at the ball, and that most certainly he was very much in love with the beautiful person who owned the glass slipper.

What they said was very true; for a few days later, the king's son had it proclaimed,<sup>34</sup> by sound of trumpet, that he would marry her whose foot this slipper would just fit. They began to try it on the princesses, then the duchesses and all the court, but in vain; it was brought to the two sisters, who did all they possibly could to force their foot into the slipper, but they did not succeed.

Cinderella, who saw all this, and knew that it was her slipper, said to them, laughing, "Let me see if it will not fit me."

Her sisters burst out laughing, and began to banter<sup>35</sup> with her. The gentleman who was sent to try the slipper looked earnestly<sup>36</sup> at Cinderella, and, finding her very handsome, said that it was only just that she should try as well, and that he had orders to let everyone try.

He had Cinderella sit down, and, putting the slipper to her foot, he found that it went on very easily, fitting her as if it had been made of wax. Her two sisters were greatly astonished, but then even more so, when Cinderella pulled out of her pocket the other slipper, and put it on her other foot. Then in came her godmother and touched her wand to Cinderella's clothes, making them richer and more magnificent than any of those she had worn before.

And now her two sisters found her to be that fine, beautiful lady whom they had seen at the ball. They threw themselves at her feet to beg pardon for all the ill treatment they had made her undergo. Cinderella took them up, and, as she embraced them, said that she forgave them with all her heart, and wanted them always to love her.

She was taken to the young prince, dressed as she was. He thought she was more charming than before, and, a few days after, married her. Cinderella, who was no less good than beautiful, gave her two sisters lodgings<sup>37</sup> in the palace, and that very same day matched them with two great lords of the court.

Moral: Beauty in a woman is a rare treasure that will always be admired. Graciousness,<sup>38</sup> however, is priceless and of even greater value. This is what Cinderella's godmother gave to her when she taught her to behave like a queen. Young women, in the winning of a heart, graciousness is more important than a beautiful hairdo. It is a true gift of the fairies. Without it nothing is possible; with it, one can do anything. Another moral: Without doubt it is a great advantage to have intelligence, courage, good breeding,<sup>39</sup> and common sense. These, and similar talents come only from heaven, and it is good to have them. However, even these may fail to bring you success, without the blessing of a godfather or a godmother.

*"Cinderella" by Charles Perrault (1697) is in the public domain.*

#### Notes

1. **Haughty** (adjective) : arrogant
2. **Unparalleled** (adjective) : having no equal

3. **Odious** (adjective) : extremely unpleasant; repulsive
4. **Scoured** (verb): to clean or brighten the surface of (something) by rubbing it
5. **Garret** (noun): a very small top-floor or attic room
6. **Wretched** (adjective) : of poor quality; very bad
7. **looking glasses** (noun) an archaic term referring to a mirror
8. **Uncivil** (adjective) : discourteous or impolite
9. clothing
10. A **petticoat** was a common article of clothing worn by women underneath a dress.
11. to make up
12. A **stomacher** was a piece of decorative cloth worn over the chest.
13. **Jeer** (verb) : to make rude and mocking remarks
14. **Slender** (adjective) : thin
15. **Contrive** (verb) : to bring about or create; to plan
16. **Coach** (noun): a horse-drawn carriage
17. **Gilded** (adjective): covered thinly with gold leaf or gold paint
18. **Coachman** (noun): someone who drives a coach
19. **Liveries** (noun): special uniforms
20. **Bedaubed** (adjective): covered
21. **Equipage** (noun): the equipment for a particular purpose or, historically, a carriage and horses with attendants
22. **Scarcely** (adverb ) : barely, hardly
23. **Alighted** (verb): to exit from a train, bus, or other form of transportation
24. **Profound** (adjective) : very great or intense
25. **Cease** (verb) : to stop
26. **Morsel** (noun) : a small piece
27. **Civilities** (noun): formal politeness and courtesy in behavior or speech
28. **Citrons** (noun): fruits such as lemons and limes
29. **Inclination** (noun) : a desire, interest, or natural attitude towards something
30. **Indifferent** (adjective) : having no particular interest in or sympathy towards something
31. **Jestingly** (adverb) : jokingly
32. **Shabbily** (adverb) : showing signs of wear and tear
33. **Haste** (noun) : speed or hurry, often made with urgency
34. **Proclaim** (verb) : to announce
35. **Banter** (verb) : to speak in a friendly and teasing way
36. **Earnest** (adjective) : serious and sincere
37. **Lodgings** (noun):a room or place to sleep; a form of shelter
38. **Graciousness** (noun): kindness
39. **Breeding** (noun): upbringing

### What Students are Learning:

Your student will read the fiction text, “Cinderella”. Students will use this text to develop their ability to determine the theme of a text. They will also learn about the fairy tale structure.

- CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the



characters or plot.

### **Background and Context for Parents and Guardians:**

In this lesson, students will read a version of "Cinderella". In Perrault's take on this classic fairy tale, kindness prevails in the face of cruelty. As students study the text, they will consider the themes of fate & free will, morality, and resilience & success as they relate to the text. They will try to answer these big questions :

- "How does a person overcome adversity?"
- "What is good and how do we know?"
- "Why do people do bad things?", and
- "Can we control our fate?"

### **Ways to support your student:**

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.
  - Haughty (adjective) : arrogant
  - Unparalleled (adjective) : having no equal
  - Odious (adjective) : extremely unpleasant; repulsive
  - Wretched (adjective) : of poor quality; very bad
  - Uncivil (adjective) : discourteous or impolite
  - Jeer (verb) : to make rude and mocking remarks
  - Slender (adjective) : thin
  - Contrive (verb) : to bring about or create; to plan
  - Scarcely (adverb) : barely, hardly
  - Profound (adjective) : very great or intense
  - Cease (verb) : to stop
  - Morsel (noun) : a small piece
  - Inclination (noun) : a desire, interest, or natural attitude towards something
  - Indifferent (adjective) : having no particular interest in or sympathy towards something
  - Jestingly (adverb) : jokingly
  - Shabbily (adverb) : showing signs of wear and tear
  - Haste (noun) : speed or hurry, often made with urgency
  - Proclaim (verb) : to announce
  - Banter (verb) : to speak in a friendly and teasing way
  - Earnest (adjective) : serious and sincere
- After reading, ask questions about the text. These questions could include:
  - Ask your child about this folktale at home:
    - What was "Cinderella" about?
    - What did you learn about? About morality? About resilience & success?

### Online Resources for Students:

#### Video:

- Watch the following clips with your child at home:
  - ['Seriously, Cinderella is SO Annoying: The Story of Cinderella as Told by the Wicked Stepmother'](https://www.youtube.com/watch?v=QhkqPWY2NLo) (<https://www.youtube.com/watch?v=QhkqPWY2NLo>)

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#### Building Background Knowledge:

About the author:

Charles Perrault, (born January 12, 1628, [Paris](#), France—died May 15/16, 1703, Paris), French poet, prose writer, and storyteller, a leading member of the [Académie Française](#), who played a prominent part in a literary controversy known as the quarrel of the [Ancients and Moderns](#). He is best remembered for his collection of fairy stories for children, *Contes de ma mère l'oye* (1697; *Tales of Mother Goose*). He was the brother of the physician and amateur architect [Claude Perrault](#).

A lawyer by training, Charles Perrault first worked as an official in charge of royal buildings. He began to win a literary reputation in about 1660 with some [light verse](#) and love [poetry](#) and spent the rest of his life in promoting the study of [literature](#) and the arts. In 1671 he was elected to the Académie Française, which soon was sharply divided by the dispute between the Ancients and the Moderns. Perrault supported the Moderns, who believed that, as civilization progresses, literature evolves with it and that therefore ancient literature is inevitably more coarse and barbarous than modern literature. His poem *Le Siècle de Louis le Grand* (1687; "The Age of Louis the Great") set such modern writers as [Molière](#) and [François de Malherbe](#) above the Classical authors of Greece and Rome. His chief opponent in this controversy was [Nicolas Boileau](#). Perrault's stand was a landmark in the eventually successful revolt against the confines of the prevailing tradition.

Perrault's fairy stories in *Mother Goose* were written to amuse his children. They include "Little Red Riding Hood," "The Sleeping Beauty," "Puss in Boots," and "Bluebeard," modern versions of half-forgotten folk tales, which Perrault retold in a style that is simple and free from affectation.

Reference: <https://www.britannica.com/biography/Charles-Perrault>

**Tic-Tac-Toe Choice Board (Use for lessons 7 & 8 - this should take two days to complete): "Cinderella"**

**Directions:** Read the text "Cinderella". You can access the text above or [HERE](https://tinyurl.com/cinderellaCP) (<https://tinyurl.com/cinderellaCP>) . Then, choose **4** activities from the choice board below. You should complete at least two tasks from each **row**.

<b>R o w  1</b>	<p><b>Activity 1</b></p> <p>Complete a first read of the text "Cinderella"</p> <p>Write:</p> <ul style="list-style-type: none"> <li>● 3 sentences describing the central characters</li> <li>● 3 sentences describing the conflict in the text</li> <li>● 1 sentence about the theme of the text.</li> </ul>	<p><b>Activity 2</b></p> <p>Read "Cinderella" and answer the comprehension questions below. Each response should be 3-5 sentences long.</p> <ul style="list-style-type: none"> <li>● How is Cinderella treated differently than her stepsisters? Cite specific evidence from the text to support your response.</li> <li>● At the end of the story, how does Cinderella treat her stepsisters? What does this reveal about her character?</li> </ul>	<p><b>Activity 3</b></p> <p>Word Study: Read the definitions of the vocabulary words (see the list above). Choose 5 words to study further.</p> <ul style="list-style-type: none"> <li>● Write two sentences using each word.</li> <li>● The sentences are to be grade appropriate and use at least eight words in each sentence</li> </ul>
<b>R o w  2</b>	<p><b>Activity 4</b></p> <p>Complete a second read of the text. As you read, take notes on the main plot points.</p> <p>Then, write a summary of the text. Make sure that your summary includes details from the beginning, middle, and end story. Your summary should be at least 5 sentences long.</p>	<p><b>Activity 5</b></p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>Authors often use character development to convey theme. Write an essay analyzing how the author uses the characters to convey a theme in "Cinderella". Support your response with evidence from the text.</p>	<p><b>Activity 6</b></p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>According to the morals described by the author in the story, how should we respond to adversity? Do you agree with the author? Why or why not? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.</p>

Lessons 9 and 10

*Note: Due to the length of this text, it is expected that students will take two days to complete the choice board connected to this text.*

**Grade: 7 Subject: English Language Arts**

Topic: Snow White  
By the Brothers Grimm

Jacob and Wilhelm Grimm, also known as the Brothers Grimm, were German authors who wrote and collected folktales in the 19th century. "Snow White" is a well-loved tale featuring a beautiful girl and an evil queen. As you read, take notes on the character traits of Snow White throughout the story.



["The dwarfs find Snow White asleep"](#) by Franz Jüttner is in the public domain.

Once upon a time in the middle of winter, when the flakes of snow were falling like feathers from the sky, a queen sat at a window sewing, and the frame of the window was made of black ebony.<sup>1</sup> And whilst she was sewing and looking out of the window at the snow, she pricked her finger with the needle, and three drops of blood fell upon the snow. And the red looked pretty upon the white snow, and she thought to herself, would that I had a child as white as snow, as red as blood, and as black as the wood of the window-frame.

Soon after that she had a little daughter, who was as white as snow, and as red as blood, and her hair was as black as ebony, and she was therefore called little Snow White. And when the child was born, the queen died.

After a year had passed the king took to himself another wife. She was a beautiful woman, but proud and haughty,<sup>2</sup> and she could not bear that anyone else could surpass her in beauty. She had a wonderful looking-glass, and when she stood in front of it and looked at herself in it, and said,

"Looking-glass, looking-glass, on the wall,  
Who in this land is the fairest<sup>3</sup> of all?"  
The looking-glass answered,

"Thou, o queen, art the fairest of all."



Then she was satisfied, for she knew that the looking-glass spoke the truth.

But Snow White was growing up, and grew more and more beautiful, and when she was seven years old she was as beautiful as the day, and more beautiful than the queen herself. And once when the queen asked her looking-glass,

“Looking-glass, looking-glass, on the wall,  
Who in this land is the fairest of all?”

It answered,

“Thou art fairer than all who are here, lady queen.  
But more beautiful still is Snow White, as I ween.”<sup>4</sup>

Then the queen was shocked, and turned yellow and green with envy. From that hour, whenever she looked at Snow White, her heart heaved in her breast, she hated the girl so much. And envy and pride grew higher and higher in her heart like a weed, so that she had no peace day or night.

She called a huntsman, and said, “Take the child away into the forest. I will no longer have her in my sight. Kill her, and bring me back her lung and liver as a token.”<sup>5</sup>

The huntsman obeyed, and took her away but when he had drawn his knife, and was about to pierce Snow White’s innocent heart, she began to weep, and said, “Ah dear huntsman, leave me my life. I will run away into the wild forest, and never come home again.”

And as she was so beautiful the huntsman had pity on her and said, “Run away, then, you poor child.” “The wild beasts will soon have devoured you,” thought he, and yet it seemed as if a stone had been rolled from his heart since it was no longer needful for him to kill her.

And as a young bear just then came running by he stabbed it, and cut out its lung and liver and took them to the queen as proof that the child was dead. The cook had to salt them, and the wicked queen ate them, and thought she had eaten the lung and liver of Snow White.

But now the poor child was all alone in the great forest, and so terrified that she looked at all the leaves on the trees, and did not know what to do. Then she began to run, and ran over sharp stones and through thorns, and the wild beasts ran past her, but did her no harm.

She ran as long as her feet would go until it was almost evening, then she saw a little cottage and went into it to rest herself.

Everything in the cottage was small, but neater and cleaner than can be told. There was a table on which was a white cover, and seven little plates, and on each plate a little spoon, moreover, there were seven little knives and forks, and seven little mugs. Against the wall stood seven little beds side by side, and covered with snow-white counterpanes.

Little Snow White was so hungry and thirsty that she ate some vegetables and bread from each plate and drank a drop of wine out of each mug, for she did not wish to take all from one only. Then, as she was so

tired, she laid herself down on one of the little beds, but none of them suited her, one was too long, another too short, but at last she found that the seventh one was right, and so she remained in it, said a prayer and went to sleep.

When it was quite dark the owners of the cottage came back. They were seven dwarfs who dug and delved in the mountains for ore.<sup>6</sup> They lit their seven candles, and as it was now light within the cottage they saw that someone had been there, for everything was not in the same order in which they had left it.

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

The second, "Who has been eating off my plate?"

The third, "Who has been taking some of my bread?"

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

The fifth, "Who has been using my fork?"

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

The seventh, "Who has been drinking out of my mug?"

Then the first looked round and saw that there was a little hollow on his bed, and he said, "Who has been getting into my bed?"

The others came up and each called out, "Somebody has been lying in my bed too."

But the seventh when he looked at his bed saw little Snow White, who was lying asleep therein. And he called the others, who came running up, and they cried out with astonishment, and brought their seven little candles and let the light fall on little Snow White.

"Oh, heavens, oh, heavens," cried they, "what a lovely child."

And they were so glad that they did not wake her up, but let her sleep on in the bed. And the seventh dwarf slept with his companions, one hour with each, and so passed the night.

When it was morning little Snow White awoke, and was frightened when she saw the seven dwarfs. But they were friendly and asked her what her name was.

"My name is Snow White," she answered.

"How have you come to our house," said the dwarfs.

Then she told them that her step-mother had wished to have her killed, but that the huntsman had spared<sup>7</sup> her life, and that she had run for the whole day, until at last she had found their dwelling.

The dwarfs said, "If you will take care of our house, cook, make the beds, wash, sew and knit, and if you will keep everything neat and clean you can stay with us and you shall want for nothing."

“Yes,” said Snow White, “with all my heart.” And she stayed with them.

She kept the house in order for them. In the mornings they went to the mountains and looked for copper and gold, in the evenings they came back, and then their supper had to be ready.

The girl was alone the whole day, so the good dwarfs warned her and said, “Beware of your step-mother, she will soon know that you are here, be sure to let no one come in.”

But the queen, believing that she had eaten Snow White’s lung and liver, could not but think that she was again the first and most beautiful of all, and she went to her looking-glass and said,

“Looking-glass, looking-glass, on the wall,  
Who in this land is the fairest of all?”

And the glass answered,

“Oh, queen, thou art fairest of all I see,  
But over the hills, where the seven dwarfs dwell,  
Snow White is still alive and well,  
And none is so fair as she.”

Then she was astounded, for she knew that the looking-glass never spoke falsely, and she knew that the huntsman had betrayed her, and that little Snow White was still alive.

And so she thought and thought again how she might kill her, for so long as she was not the fairest in the whole land, envy let her have no rest. And when she had at last thought of something to do, she painted her face, and dressed herself like an old pedlar-woman,<sup>8</sup> and no one could have known her.

In this disguise she went over the seven mountains to the seven dwarfs, and knocked at the door and cried, “Pretty things to sell, very cheap, very cheap.”

Little Snow White looked out of the window and called out, “Good-day my good woman, what have you to sell?”

“Good things, pretty things,” she answered, “stay-laces<sup>9</sup> of all colors,” and she pulled out one which was woven of bright-colored silk.

“I may let the worthy old woman in,” thought Snow White, and she unbolted the door and bought the pretty laces.

“Child,” said the old woman, “what a fright you look, come, I will lace you properly for once.”

Snow White had no suspicion, but stood before her, and let herself be laced with the new laces. But the old woman laced so quickly and so tightly that Snow White lost her breath and fell down as if dead.

“You were the most beautiful,” said the queen to herself, and ran away.

Not long afterwards, in the evening, the seven dwarfs came home, but how shocked they were when they saw their dear little Snow White lying on the ground, and that she neither stirred nor moved, and seemed to be dead. They lifted her up, and, as they saw that she was laced too tightly, they cut the laces, then she began to breathe a little, and after a while came to life again.

When the dwarfs heard what had happened they said, “The old pedlar-woman was no one else than the wicked queen, take care and let no one come in when we are not with you.”

But the wicked woman when she had reached home went in front of the glass and asked,

“Looking-glass, looking-glass, on the wall,

Who in this land is the fairest of all?”

And it answered as before,

“Oh, queen, thou art fairest of all I see,  
But over the hills, where the seven dwarfs dwell,  
Snow White is still alive and well,  
And none is so fair as she.”

When she heard that, all her blood rushed to her heart with fear, for she saw plainly that little Snow White was again alive.

“But now,” she said, “I will think of something that shall really put an end to you.” And by the help of witchcraft, which she understood, she made a poisonous comb. Then she disguised herself and took the shape of another old woman.

So she went over the seven mountains to the seven dwarfs, knocked at the door, and cried, “Good things to sell, cheap, cheap.”

Little Snow White looked out and said, “Go away, I cannot let anyone come in.”

“I suppose you can look,” said the old woman, and pulled the poisonous comb out and held it up.

It pleased the girl so well that she let herself be beguiled,<sup>10</sup> and opened the door. When they had made a bargain the old woman said, “Now I will comb you properly for once.”

Poor little Snow White had no suspicion, and let the old woman do as she pleased, but hardly had she put the comb in her hair than the poison in it took effect, and the girl fell down senseless.

“You paragon<sup>11</sup> of beauty,” said the wicked woman, “you are done for now,” and she went away.

But fortunately it was almost evening, when the seven dwarfs came home. When they saw Snow White lying as if dead upon the ground they at once suspected the step-mother, and they looked and found the poisoned comb. Scarcely had they taken it out when Snow White came to herself, and told them what had happened.

Then they warned her once more to be upon her guard and to open the door to no one.



The queen, at home, went in front of the glass and said,

“Looking-glass, looking-glass, on the wall,  
Who in this land is the fairest of all?”

Then it answered as before,

“Oh, queen, thou art fairest of all I see,  
But over the hills, where the seven dwarfs dwell,  
Snow White is still alive and well,  
And none is so fair as she.”

When she heard the glass speak thus she trembled and shook with rage.

“Snow White shall die,” she cried, “even if it costs me my life.”

Thereupon she went into a quite secret, lonely room, where no one ever came, and there she made a very poisonous apple. Outside it looked pretty, white with a red cheek, so that everyone who saw it longed for it, but whoever ate a piece of it must surely die.

When the apple was ready she painted her face, and dressed herself up as a farmer’s wife, and so she went over the seven mountains to the seven dwarfs. She knocked at the door.

Snow White put her head out of the window and said, “I cannot let anyone in, the seven dwarfs have forbidden me.”

“It is all the same to me,” answered the woman, “I shall soon get rid of my apples. There, I will give you one.”

“No,” said Snow White, “I dare not take anything.”

“Are you afraid of poison?” said the old woman, “look, I will cut the apple in two pieces, you eat the red cheek, and I will eat the white.”

The apple was so cunningly made that only the red cheek was poisoned. Snow White longed for the fine apple, and when she saw that the woman ate part of it she could resist no longer, and stretched out her hand and took the poisonous half. But hardly had she a bit of it in her mouth than she fell down dead.

Then the queen looked at her with a dreadful look, and laughed aloud and said, “White as snow, red as blood, black as ebony-wood, this time the dwarfs cannot wake you up again.”

And when she asked of the looking-glass at home,

“Looking-glass, looking-glass, on the wall,  
Who in this land is the fairest of all?”

And it answered at last,



“Oh, queen, in this land thou art fairest of all.”

Then her envious heart had rest, so far as an envious heart can have rest.

The dwarfs, when they came home in the evening, found Snow White lying upon the ground, she breathed no longer and was dead. They lifted her up, looked to see whether they could find anything poisonous, unlaced her, combed her hair, washed her with water and wine, but it was all of no use, the poor child was dead, and remained dead. They laid her upon a bier,<sup>12</sup> and all seven of them sat round it and wept for her, and wept three days long. Then they were going to bury her, but she still looked as if she were living, and still had her pretty red cheeks.

They said, “We could not bury her in the dark ground,” and they had a transparent coffin of glass made, so that she could be seen from all sides, and they laid her in it, and wrote her name upon it in golden letters, and that she was a king’s daughter. Then they put the coffin out upon the mountain, and one of them always stayed by it and watched it. And birds came too, and wept for Snow White, first an owl, then a raven, and last a dove.

And now Snow White lay a long, long time in the coffin, and she did not change, but looked as if she were asleep, for she was as white as snow, as red as blood, and her hair was as black as ebony.

It happened, however, that a king’s son came into the forest, and went to the dwarfs’ house to spend the night. He saw the coffin on the mountain, and the beautiful Snow White within it, and read what was written upon it in golden letters.

Then he said to the dwarfs, “Let me have the coffin, I will give you whatever you want for it.”

But the dwarfs answered, “We will not part with it for all the gold in the world.”

Then he said, “Let me have it as a gift, for I cannot live without seeing Snow White. I will honor and prize her as my dearest possession.”

As he spoke in this way the good dwarfs took pity upon him, and gave him the coffin. And now the king’s son had it carried away by his servants on their shoulders. And it happened that they stumbled over a tree-stump, and with the shock the poisonous piece of apple which Snow White had bitten off came out of her throat. And before long she opened her eyes, lifted up the lid of the coffin, sat up, and was once more alive.

“Oh, heavens, where am I?” she cried.

The king’s son, full of joy, said, “You are with me.” And he told her what had happened, and said, “I love you more than everything in the world, come with me to my father’s palace, you shall be my wife.”

And Snow White was willing, and went with him, and their wedding was held with great show and splendor.

But Snow White’s wicked step-mother was also bidden to the feast. When she had arrayed herself in beautiful clothes she went before the looking-glass, and said,

“Looking-glass, looking-glass, on the wall,  
Who in this land is the fairest of all?”

The glass answered,

“Oh, queen, of all here the fairest art thou,  
But the young queen is fairer by far as I trow.”<sup>13</sup>

Then the wicked woman uttered a curse, and was so wretched, so utterly wretched that she knew not what to do. At first she would not go to the wedding at all, but she had no peace, and had to go to see the young queen. And when she went in she recognized Snow White, and she stood still with rage and fear, and could not stir. But iron slippers had already been put upon the fire, and they were brought in with tongs, and set before her. Then she was forced to put on the red-hot shoes, and dance until she dropped down dead.

*“Snow White” by The Brothers Grimm (1812) is in the public domain.*

#### Notes

1. Ebony is a dark, heavy wood that comes from tropical trees.
2. Haughty (adjective) : having or showing a proud and superior attitude
3. In this context, fair means beautiful.
4. “Ween” is an old and no longer used verb meaning to imagine or suppose.
5. A “token” is something that is a symbol of a feeling or an event.
6. “Ore” is a mineral mined to obtain a substance (such as gold) that it contains.
7. Spare (verb) : to choose not to punish or harm someone
8. A peddler is a person who goes from place to place selling small goods.
9. A “stay” is a corset or a tight undergarment ladies wore in the past. Stay-laces are thin strips of material used to tie up the corset.
10. Beguile (verb) : to charm or enchant someone, sometimes in a sneaky way
11. A “paragon” is a person or thing that is perfect or excellent in some way and should be considered a model or example to be copied.
12. A “bier” is a stand on which a coffin is placed.
13. “Trow” is an old and no longer used verb meaning to think or believe.

#### **What Students are Learning:**

Your student will read the fiction text, “Snow White”. Students will use this text to develop their ability to determine the theme of a text. They will also learn about the fairy tale structure.

- CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

#### **Background and Context for Parents and Guardians:**

In this lesson, students will read a version of “Snow White”. In the Brothers Grimm’s classic tale “Snow White,” a beautiful girl flees to escape a jealous queen. As students read, they will consider the themes of

beauty & happiness, fate & free will, and morality as they relate to the text. We are trying to answer these big questions :

- "Why do people do bad things?",
- "Can we control our fate?", and
- "How do we define beauty?"

### Ways to support your student:

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.
  - Haughty (adjective) : having or showing a proud and superior attitude
  - "Ween" is an old and no longer used verb meaning to imagine or suppose.
  - A "token" is something that is a symbol of a feeling or an event.
  - Spare (verb) : to choose not to punish or harm someone
  - Beguile (verb) : to charm or enchant someone, sometimes in a sneaky way
  - A "paragon" is a person or thing that is perfect or excellent in some way and should be considered a model or example to be copied.
- After reading, ask questions about the text. These questions could include:
  - Ask your child about this folktale at home:
    - What was "Snow White" about?
    - What did you learn about fate & free will? What did you learn about morality?

### Online Resources for Students:

#### Video:

- Watch the following clip with your child at home:
  - ['Evil Queen Transformation from Disney's Snow White'](https://www.youtube.com/watch?v=gpWfgLTRPGo)  
(<https://www.youtube.com/watch?v=gpWfgLTRPGo>)

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### Building Background Knowledge:

About the authors: 5 Facts about the Brother Grimm

(1) The Brothers Grimm didn't write the fairy tales.

Despite the fact that Jacob and [Wilhelm Grimm](#) are often associated with Snow White and Rapunzel, the brothers didn't actually write any of those stories. In fact, the stories existed long before the two men were born in Germany in the mid 1780s. The fairy tales, in fact, were part of a rich oral tradition – passed down

from generation to generation, often by women seeking to pass the time during household chores. But as industrialization took root, local traditions changed and scholars, like Jacob and Wilhelm, began a quest to save the stories from extinction. They interviewed relatives and friends, collecting whatever tales they could, sometimes embellishing them (although they insisted they did not). In 1812, Jacob and Wilhelm published the stories as part of a collection titled *Nursery and Household Tales*, or what is now referred to as *Grimm's Fairy Tales*.



An illustration from a 1914 printing of "*Nursery and Household Tales*" by the Brothers Grimm. (Image: Wikimedia Commons)

(2) The stories were not intended for kids.

Originally, Grimm's Fairy Tales were not meant for children. The stories routinely included sex, violence, incest, and copious footnotes. Worse yet, they didn't even have illustrations. Initially aimed at adults, the early editions of *Nursery and Household Tales* contained remarkably dark elements. In *Cinderella*, the stepsisters cut off their toes and heels to try to fit into the slipper. These sort of scenes (and many others) were eventually revised once the stories became popular among children.

(3) Jacob and Wilhelm faced deportation and bankruptcy.

In 1830, King Ernest Augustus demanded oaths of allegiance from all professors in Göttingen, a university city where Jacob and Wilhelm taught Germanic studies. The brothers refused to pledge to the king and, along with five other professors, the "Göttingen Seven" were made to leave the city. Jobless and branded as political dissidents, the brothers were forced to borrow money from friends as they worked on their story collection.

(4) "Grimm's Fairy Tales" was a publishing blockbuster.

The Grimm's collection of fairy tales was in its 7th edition when Wilhelm Grimm died in 1859. By that point, the collection had grown to 211 stories and included intricate illustrations. Jacob – who had lived with Wilhelm and his wife – died in 1863. According to biographers, Jacob was deeply distraught after the death of his brother, with whom he had held a close bond throughout his life. Some claim their collection has only been outsold by [Shakespeare](#) and the Bible.



The Brothers Grimm were buried next to each other in St. Matthäus Kirchhof Cemetery in Berlin-Schöneberg, Germany. Two of Wilhelm's sons, Rudolf and Herman, were laid to rest next to the brothers. (Photo: Wikimedia Commons)

(5) The Grimms worked on more than fairy tales.

University-trained philologists (the study of language in historical texts) and librarians, Jacob and Wilhelm Grimm published more than fairy tales. They wrote books about mythology, and published scholarly works on linguistics and medieval studies. They also worked on compiling an ambitious German dictionary, although both brothers died before they were able to finish the entry for the letter F.

Reference: <https://www.biography.com/news/brothers-grimm-facts>

**Tic-Tac-Toe Choice Board (Use for lessons 9 & 10 - this should take two days to complete):**  
"Snow White"

**Directions:** Read the text "Snow White". You can access the text above or [HERE](#). Then, choose **4** activities from the choice board below. You should complete at least two tasks from each **row**.

<p><b>R</b> <b>o</b> <b>w</b>  <b>1</b></p>	<p style="text-align: center;"><b>Activity 1</b></p> <p>Complete a first read of the text "Snow White"</p> <p>Write:</p> <ul style="list-style-type: none"> <li>● 3 sentences describing the central characters</li> <li>● 3 sentences describing the conflict in the text</li> <li>● 1 sentence about the theme of the text.</li> </ul>	<p style="text-align: center;"><b>Activity 2</b></p> <p>Read "Snow White" and answer the guiding questions below. Each response should be 3-5 sentences long.</p> <ul style="list-style-type: none"> <li>● Why does the queen want to get rid of Snow White? Cite specific evidence from the text to support your response.</li> <li>● What is the main theme of the text? Support your response with evidence from the text.</li> </ul>	<p style="text-align: center;"><b>Activity 3</b></p> <p>Word Study: Read the definitions of the vocabulary words (see the list above). Choose 5 words to study further.</p> <ul style="list-style-type: none"> <li>● Write two sentences using each word.</li> <li>● The sentences are to be grade appropriate and use at least eight words in each sentence</li> </ul>
<p><b>R</b> <b>o</b> <b>w</b>  <b>2</b></p>	<p style="text-align: center;"><b>Activity 4</b></p> <p>Complete a second read of the text. As you read, take notes on the main plot points.</p> <p>Then, write a summary of the text. Make sure that your summary includes details from the beginning, middle, and end story. Your summary should be at least 5 sentences long.</p>	<p style="text-align: center;"><b>Activity 5</b></p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>Authors often use characters to advance the plot. Write an essay analyzing how the dwarfs impact the development of the plot. Support your response with evidence from the text.</p>	<p style="text-align: center;"><b>Activity 6</b></p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>In the story, the queen considers herself beautiful and wants to be judged as "the fairest of all." How do we define beauty today? What is the danger in comparing ourselves to others? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.</p>



Rubrics

**PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE**

	<b>FOCUS</b>	<b>CONTENT</b>	<b>ORGANIZATION</b>	<b>STYLE</b>	<b>CONVENTIONS</b>
	<i>The single controlling point made with an awareness of task (mode) about a specific topic.</i>	<i>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations.</i>	<i>The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.</i>	<i>The choice, use and arrangement of words and sentence structures that create tone and voice.</i>	<i>The use of grammar, mechanics, spelling, usage and sentence formation.</i>
<b>4</b>	Sharp, distinct controlling point made about a single topic with evident awareness of task (mode)	Substantial, specific and/or illustrative content demonstrating strong development and sophisticated ideas	Sophisticated arrangement of content with evident and/or subtle transitions	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Evident control of grammar, mechanics, spelling, usage and sentence formation
<b>3</b>	Apparent point made about a single topic with sufficient awareness of task (mode)	Sufficiently developed content with adequate elaboration or explanation	Functional arrangement of content that sustains a logical order with some evidence of transitions	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Sufficient control of grammar, mechanics, spelling, usage and sentence formation
<b>2</b>	No apparent point but evidence of a specific topic	Limited content with inadequate elaboration or explanation	Confused or inconsistent arrangement of content with or without attempts at transition	Limited word choice and control of sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling, usage and sentence formation
<b>1</b>	Minimal evidence of a topic	Superficial and/or minimal content	Minimal control of content arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage and sentence formation

**ENGLISH COMPOSITION CONVENTIONS SCORING GUIDELINES**

<b>Scoring Domain</b>	<b>Score Point 4</b> At this score point, the writer—	<b>Score Point 3</b> At this score point, the writer—	<b>Score Point 2</b> At this score point, the writer—	<b>Score Point 1</b> At this score point, the writer—	<b>Score Point 0</b> At this score point, the writer—
<b>Grammar and Usage</b>	demonstrates command of standard English grammar and usage	demonstrates control of standard English grammar and usage	demonstrates limited or inconsistent control of standard English grammar and usage	demonstrates minimal control of standard English grammar and usage	demonstrates little or no control of standard English grammar and usage
<b>Mechanics</b>	demonstrates command of standard English capitalization, punctuation, and spelling	demonstrates control of standard English capitalization, punctuation, and spelling	demonstrates limited or inconsistent control of standard English capitalization, punctuation, and spelling	demonstrates minimal control of standard English capitalization, punctuation, and spelling	demonstrates little or no control of standard English capitalization, punctuation, and spelling
<b>Sentence Formation</b>	demonstrates command of sentence formation	demonstrates control of sentence formation	demonstrates limited or inconsistent control of sentence formation	demonstrates minimal control of sentence formation	demonstrates little or no control of sentence formation
<b>Summation</b>	At this score point, the writer makes few errors, and errors do not interfere with reader understanding.	At this score point, the writer makes few errors, and errors seldom interfere with reader understanding.	At this score point, the writer makes errors, and errors may interfere with reader understanding.	At this score point, the writer makes errors, and errors often interfere with reader understanding.	At this score point, the writer makes errors, and errors consistently interfere with reader understanding.