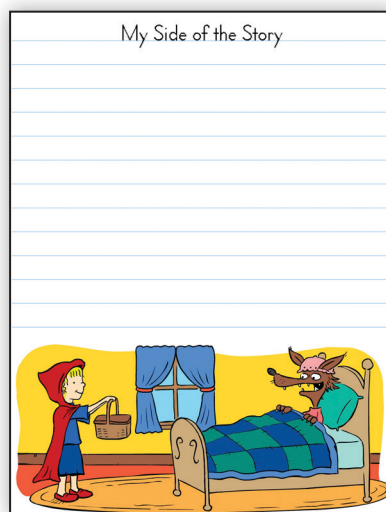




Point of View: My Side of the Story

Goals

- To recognize point of view in narrative
- To retell a story from a different point of view
- To practice narrative and persuasive writing



Overview: Students play the role of a fairy tale or folktale villain and recount their version of the story in an attempt to prove their innocence.

Materials

- Print or electronic versions of any fairy or folk tale told from two different points of view – for example, the classic version of “Little Red Riding Hood” and *The Wolf’s Story* by Toby Forward and Izhar Cohen
- “My Side of the Story” template or any *Stationery Studio* designs correlated with the tales students will retell

Directions

1. Read the classic version of a fairy tale or folktale. Then read a “fractured” version told from a different point of view – for example, “Little Red Riding Hood” followed by *The Wolf’s Story* by Toby Forward and Izhar Cohen. Ask the class to identify the point of view in each – who is telling the story? (Most classic tales use third person.) How are the versions the same and different?
2. As a class, brainstorm a list of fairy tales and folktales. For each, list the villain. Ask students if they think there is any reason or excuse for the way the villain behaved.





Directions *(continued)*

3. Have students work individually or in pairs and choose a villain. Tell them they will play the role of the villain and retell the story from his or her point of view. They must persuade the audience that they are innocent – or at least not as bad as portrayed.
4. Schedule a “press conference” in which each villain presents his or her side of the story. After each presentation, ask the class to consider whether the villain’s story is probable or even possible.

Stationery Studio Extensions

- Have students use designs featuring different tales and create an encyclopedia of heroes, heroines, and villains.
- Write a persuasive essay telling why your favorite fairy tale hero or heroine is the greatest. List the character’s accomplishments and virtues.
- Host a debate in which heroes and villains, good guys and bad guys, try to persuade the listener they are in the right.
- Choose a real world event or personality about which students have a difference of opinion. Have teams of students report on that personality or event from different points of view.

