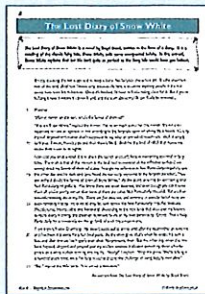


The Lost Diary of Snow White



Question Book:

Year 6, pages 8-9

Author / Source:

Boyd Brent

Genre:

Fiction — novel extract

Cross-curricular links:

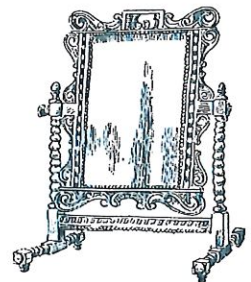
- D&T (costume and set design)

Introduction

Pupils will almost certainly be familiar with the story of Snow White, but this modernised version is told from the perspective of Snow White in the form of a diary. Both boys and girls will enjoy the witty writing style, as well as the inversion of some of the classic fairytale elements. Before reading the text, ask pupils to explain what they know about the plot and characters of the tale of Snow White.

Answers

1. Any two from: it is written in the first person; the entry starts with “Monday”; it contains the writer’s thoughts and feelings; it talks about events that happened that day; it uses informal language; it has a chatty tone.
2. E.g. To make it stand out, which emphasises just how pale Snow White is.
3. E.g. “welcome to my fairytale paradise”
4. E.g. The names of the dwarves represent Snow White’s personality, so she’s pessimistic, unsure, interfering, sad and awkward.
5. E.g. Most traditional fairy tales use quite formal language. The language in this story is a lot more informal and chatty, for example “Cripes” and “No pressure, then”.
6. E.g. No, because she says she needs to rest for a hundred years to be “up to the challenge”, which suggests that she is reluctant about living happily ever after.



Extra Activities

- Initiate a discussion about whether pupils prefer this version of Snow White or the traditional version. Ask pupils to write a review of this version of Snow White, explaining the reasons for their preference.
- Explain to pupils that irony can be shown through language (for example, their answer to Q3) as well as through situations. Give pupils the following definition of situational irony: “when readers’ expectations don’t match up with what actually happens in the story.” Challenge pupils to find some examples of situational irony from the text (e.g. Snow White’s “fairytale” life isn’t actually much of a fairy tale).
- Ask pupils to write a diary entry from the perspective of a different fairytale character, e.g. Sleeping Beauty, Prince Charming, Cinderella. Ask them to invert some of the traditional features of those characters and their stories. For example, what if Prince Charming was actually quite rude or if Cinderella was just as lazy as her ugly sisters?
- Ask pupils to design the scenery and costumes for a stage version of this extract. Encourage pupils to be creative — if life in Snow White’s fairytale land is different to the traditional version of the story, would the landscape and clothes look different as well? Pupils should label their drawings with useful information, e.g. materials to be used, a rough estimate of size.