

# RUMP ♦ JACK ♦ RED



## EDUCATORS' GUIDE

INCLUDES COMMON CORE STANDARDS CORRELATIONS

# IT ALL HAPPENED ONCE UPON A TIME . . .

Are you sure you know the true stories of classic fairy tales? Liesl Shurtliff takes us on three unexpected adventures in her fairy tale retellings. She introduces us to other possible twists and turns that may have occurred in these fantastical settings. The characters are full of spunk, the settings are full of magic, and the conflicts are as surprising as their resolutions.

## Rump: The True Story of Rumpelstiltskin

Rumpelstiltskin's true motivations are revealed in this magical spin on the time-honored Brothers Grimm's tale. Is he evil, or is there something more personal going on? Written from Rump's adventurous and honest point of view, this book will entertain and enlighten readers as they experience Shurtliff's masterful intertwining of classic fairy tales to tell Rump's side of the story.

A name is a magical thing.



Grades 3-7  
PB: 978-0-307-97796-0 • HC: 978-0-307-97793-9  
GLB: 978-0-307-97794-6 • EL: 978-0-307-97795-3  
CD: 978-0-8041-6805-2

## Jack: The True Story of Jack and the Beanstalk

How will Jack ever live up to his great-great-great-great-great-great-great-grandfather's legendary courage in defeating the giants? In this fantastical fractured fairy tale, Jack will do anything to prove that he is the bravest Jack of all—even as he struggles with the tiny, annoying detail of how.

One GIANT adventure.



Grades 3-7  
PB: 978-0-385-75582-5 • HC: 978-0-385-75579-5  
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CD: 978-0-553-55125-9

## Red: The True Story of Red Riding Hood

Red's magic is unpredictable. When Granny gets sick, Red is on a mission to save her life—without the use of her own spells. In her travels she encounters many seemingly foolproof enchantments that could save her granny, but she quickly learns that everything has a consequence. She presses on through many conflicts, and with each twist and turn, this tale of loyalty, friendship, and of course magic will surprise readers and lead them to examine whether immortality is worth fighting for.

Are you afraid of the Big Bad Wolf?



Grades 3-7  
HC: 978-0-385-75583-2 • GLB: 978-0-385-75584-9  
EL: 978-0-385-75585-6 • CD: 978-0-147-52117-0

# PRE-READING ACTIVITY

Begin your fairy tale study by gathering as many versions of fairy tales as possible (books, audio versions, age-appropriate movies, multicultural tales). This will be a valuable resource to have throughout your work with these three books. Students may compare and contrast the many different ways that fairy tales and their characters have been presented throughout the years and around the world.

Here are some print and digital resources to get you started:

- *The Random House Book of Fairy Tales* adapted by Amy Ehrlich
- *The Golden Book of Fairy Tales* by Adrienne Segur
- Audio versions: [storynory.com/archives/fairy-tales](http://storynory.com/archives/fairy-tales)
- Grimms' Little Red Riding Hood audio: [youtube.com/watch?v=xoI2gsFr7Rw](https://youtube.com/watch?v=xoI2gsFr7Rw)
- Grimms' Rumpelstiltskin audio: [youtube.com/watch?v=vmllyEePCk3A](https://youtube.com/watch?v=vmllyEePCk3A)
- Jack and the Beanstalk video: [teachertube.com/video/jack-and-the-beanstalk-63037](https://teachertube.com/video/jack-and-the-beanstalk-63037)
- Multicultural fairy tales: [surlalunefairytales.com](http://surlalunefairytales.com)
- Multicultural fairy tales: [ala.org/offices/resources/multicultural](http://ala.org/offices/resources/multicultural)



Before your students dive into these materials, hold a class discussion to get a sense of what background knowledge they have with this type of literature. Here are some key questions for the discussion:

- What is a fairy tale? What are the elements of a fairy tale?
- What are your favorite fairy tales? Why?
- How have you experienced fairy tales (picture books, movies, orally)? Does how you experience the fairy tale affect your understanding and enjoyment of it? Why? How?
- Do you know the stories of “Little Red Riding Hood,” “Jack and the Beanstalk,” and “Rumpelstiltskin”? What details do you remember? How would you describe the characters in each?
- How do fairy tales from around the world differ?



# DISCUSSION QUESTIONS

The following questions apply to *Rump*, *Jack*, and *Red*.

1. Which parts of each story surprised you? Which relationships were different than you expected? How did this change the story and how it progressed?

Correlates to Common Core Standard CCRA.R.3

2. Red, Rump, Jack, and many other characters in the tales deal with the loss of a loved one. How did Shurtliff take the sad topic of loss and turn it into a positive element in each story? How does this connect to the elements of a fairy tale?

Correlates to Common Core Standard CCRA.R.2, CCRA.R.3

3. What text-to-self connections did you make while reading each book? How did these connections add to your understanding of the story?

Correlates to Common Core Standard CCRA.SL.1

4. The Witch of the Woods tells Rump that “big things grow from little ones” (*Rump*, p. 90). How is this theme woven throughout each book? Find evidence in each tale to support the idea that all things grow and become something bigger, both literally and figuratively. Discuss examples from your own lives, from history/society, and from other books in which this is also true.

Correlates to Common Core Standard CCRA.R.1, CCRA.SL.1

5. What controversial topics or themes does Shurtliff explore? Hold class debates and discuss why she might add these to her writing?

Correlates to Common Core Standard CCRA.R.9, CCRA.SL.1



# EXTENSION ACTIVITIES

Whether you choose to use one, two, or three of these tales in your classroom or you're teaching an entire fairy tale unit, the following activities can be adapted to fit your and your students' unique needs and can be applied to all three novels. Read the stories aloud to your class, have students read independently, pull excerpts to discuss or to highlight a particular writing technique, or assign a different book to each of your book groups. You know your kids best. Your happily ever after will come when you see your students learning and developing a love of literature!

## Giant vs. Mini

The imagery in each of Liesl Shurtliff's books is magnificent! Readers can picture the characters and settings as they read each page. In a magical world, things are often exaggerated and larger than life or miniature but powerful. Have students locate these images in each of the books. For example: "More pixies fluttered around the spinning wheel, dancing on the spindles and the spokes. . . .

They crawled up my neck and pranced on my head and giggled." (*Rump*, p. 15) "When the pixies attacked, I flung my arms up and swatted them." (*Rump*, p. 72) How does the description of size enhance the reader's visualization and help create the fantastical setting? Have students create a visual representation to show the perspective of these overstated characters and add the quotations from the book(s) that support these ideas. How would a giant from *Jack* and a pixie from *Rump* see the same fairy tale? How is their power enhanced by their size? Using students' artistic representations, create a class mural of the differences in perspectives in an enchanted world, and discuss why an author might choose to use this type of imagery in his or her writing.



Correlates to Common Core Anchor Standard CCRA.R.6

## What's in a Name?

Each of the three books touches on the importance of a name: on the Mountain, where Rump lives, your name is your destiny; Jack is the namesake of his great-grandfather-seven-times; and Red is named after her granny, the Witch of the Woods. All three characters are strongly connected to their names and refer to the importance of names throughout their adventures. Ask students to explore what their own names mean and to write an essay that communicates the story behind their name. This activity may also prompt students to dig deeper into the idea of destiny. Take some time to celebrate this important part of you! Liesl Shurtliff thinks names are special . . . do you?

Here are some essay guidelines and topics for students:

- Research the cultural and ethnic origin of your name.
- Find out why your parents gave you that name.
- Write an informative essay about your findings.
- Discuss whether you think your name will play a part in your destiny.
- Has your name evolved or do you think it will change as you get older? Why or why not?

Correlates to Common Core Anchor Standards CCRA.W.2, CCRA.W.4

## Intertwined and Tangled

At the end of *Rump*, Rump explains to Red that everything should have a destiny and come together and “get all intertwined and tangled” (p. 258). These three books are intertwined and tangled in many ways. Have small groups work together to create text-to-text connections by determining how particular elements of *Rump*, *Jack*, and *Red* are the same and different. For example, gold can be found in all three stories. Its uses are different, but its worth is the same. Gold is something of value and is sought by all three main characters. Have each group focus on a different literary element such as main characters, supporting characters, fairy tale elements, themes, conflicts, settings, plots, etc. Ask students to present the similarities and differences among the three books to the class with a visual aid of their choosing (e.g., maps, family trees, Venn diagrams, or artwork). After each presentation, ask the class why they think Shurtliff chose to add these particular similarities and differences in her novels.

Here are some examples of “intertwining and tangled” commonalities from the books. Your students will come up with many more!

### RUMP and RED

- family values
- grandparents
- fearful of losing a family member

### RED and JACK


- mission to save a family member
- unfavorable reputations

### RUMP and JACK

- recurring supporting characters (King Barf)
- greed


### RED, RUMP, and JACK

- strong, brave main characters
- perseverance
- gold
- magic
- unexpected variations from the original stories
- fighting for family members
- friendship
- magical solutions to crisis

 Correlates to Common Core Anchor Standards CCRA.R.9, CCRA.SL.1

## Goldilocks, the Giants, or King Barf

Will there be another fractured fairy tale by Liesl Shurtliff? Maybe it will be the tale of Goldilocks, the Giants, or even King Barf. After reading these novels, search for possible foreshadowing of a new story. Using the clues from the book, have your students write a spin-off that shares the next adventure. What role will Red, Rump, or Jack play in the stories? Perhaps a cameo? How would the next person be characterized, and what evidence from the book(s) supports this characterization? How will you incorporate fairy tale elements? Students can write, revise, and publish their spin-off. Perhaps they can share their published work with some younger students in the school and ask the younger children to illustrate the books based on your students’ descriptive details. Don’t forget—the new book will need a one-word title so it will fit with the series! And if your students get stuck in the writing process, inspire them with Shurtliff’s own struggles: “It was difficult at first . . . but I fell in love with the process of writing down my ideas and watching them come alive on the page.”

 Correlates to Common Core Anchor Standard CCRA.R.1, CCRA.W.3

# POST-READING ACTIVITIES

After being immersed in Shurtliff’s fairy tale creations, students will now produce their own renderings. Like Shurtliff, students will master adapting the fairy tales using fresh elements. Through the following activities, students will demonstrate a deeper understanding of the themes, characters, settings, and techniques in Shurtliff’s fairy tales (and others!) by creating a unique, modern presentation that reveals the essence of these make-believe magical worlds.

## Video Production

Begin by having students bring a current-events article to examine with the class. Highlight the themes found among the articles (e.g., community building, controversy, popular events, or news). Then have students write, produce, and edit a television show that tells about the current events in one of Shurtliff’s fairy tale worlds. Discuss the themes that might exist in the Kingdom or on the Mountain, and decide how the characters in the stories would handle each event. Spend some time reviewing the roles of the people needed to produce this type of media. Clips from a news program like *ABC World News Tonight* may be helpful. Writers, hosts, celebrities, experts, and a crew are all important team members (roles) for this project.

## Magazine Publisher

Develop a full-color magazine, like *People*, that will give juicy reading material to anyone who’s interested in the latest news from the Kingdom and the Woods. Much like the current events news show format (above), an entire journalism staff will be needed. Cover stories (“The *Real* Relationship Between Red and the Wolf”), advice columns by the Witch of the Woods, style reports, recipes (“101 Ways to Cook with Beans”), heartwarming tales of heroism, movie reviews starring the main characters, and tons of pictures will fill the pages of this magazine. Don’t forget to have students come up with a clever title! Hold a magazine launch party where the characters are interviewed on the red carpet. Different accents? Fancy character-appropriate wardrobes? Yes, please!

## Snail Mail Book

Many authors use the art of letter writing to explore the different perspectives of characters in their books. Have students write letters in the voices of different characters. What would Red’s letter to Jack say? Or Rump’s letter to King Barf? What kind of junk mail or advertising flyers might these characters get in their mail, and why? Supply your students with a variety of materials for letter writing (stationery, plain paper, envelopes, markers, colored pencils). Once your students have written a collection of letters, have them make an envelope book. Each page stapled together is an actual envelope that contains a piece of mail. Don’t forget to address the envelopes and design beautiful fairy tale stamps. Perhaps Rump will write Jack a letter sharing the lesson he learned about small things growing.

## Digital Resources for Teachers

Video Editing: [educatorstechnology.com/2012/07/10-awesome-free-video-editing-tools-for.html](http://educatorstechnology.com/2012/07/10-awesome-free-video-editing-tools-for.html)

E-Magazine Publishing: [educatorstechnology.com/2012/11/9-tools-to-create-e-magazines-and.html](http://educatorstechnology.com/2012/11/9-tools-to-create-e-magazines-and.html)

# ABOUT THE AUTHOR

Liesl Shurtliff grew up in Salt Lake City, Utah and graduated from Brigham Young University with a degree in music, dance, and theater.

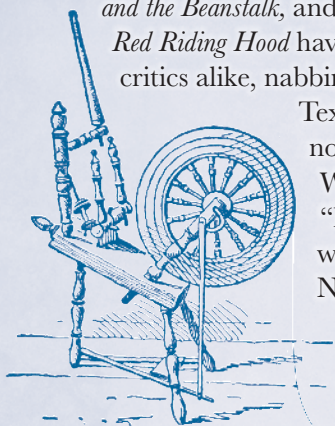
Her three fairy tale retellings, *Rump: The True Story of Rumpelstiltskin*, *Jack: The True Story of Jack and the Beanstalk*, and *Red: The True Story of Red Riding Hood* have enchanted kids and critics alike, nabbing an ILA Award, a

Texas Bluebonnet nomination and a Whitney nomination.

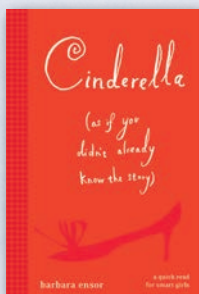
“Liesl Shurtliff spins words into gold,” said Newbery Honoree

Kirby Larson, “A most magical feat.”

Liesl now lives in Chicago with her family, where she continues to spin fairy tales.



# RELATED TITLES



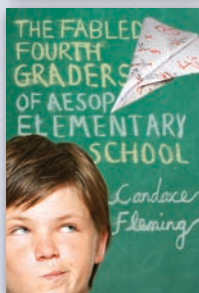
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