

SEQUENCE 1

→ Thématique :

Thématique « Imaginaires » - Part I

✓ Axe d'étude 1 :

L'imagination créatrice et visionnaire

✓ Thème :

Revisiting Fairy Tales | La réécriture des contes de fées

✓ Problématique : *Que deviennent Blanche-Neige, le Petit Chaperon Rouge, etc. quand les artistes et auteurs anglo-saxons contemporains s'en emparent ?* | *What happens to Snow White, Little Red Riding Hood, etc. when contemporary Anglo-Saxon artists and writers revisit them?*

→ Supports :

1. Culture tip
2. Fiche méthode : Outils pour l'analyse littéraire
3. Little Red Riding Wolf :
 - ✓ "Little Red Riding Hood and the Wolf" - Roald Dahl
 - ✓ "Not a little girl anymore", another version of "Little Red Riding Hood" by James Thurber
4. Compréhension orale : "Hoodwinked – Red meets wolf"
5. Phonologie : le rythme de la phrase
6. Revisiting Grimm
 - ✓ Snow White and the Huntsman
 - ✓ A tale dark and Grimm
7. Grammaire : Prétérit simple et continu
8. Médiation
9. Votre dossier
10. Final project

Devoir à envoyer n°1

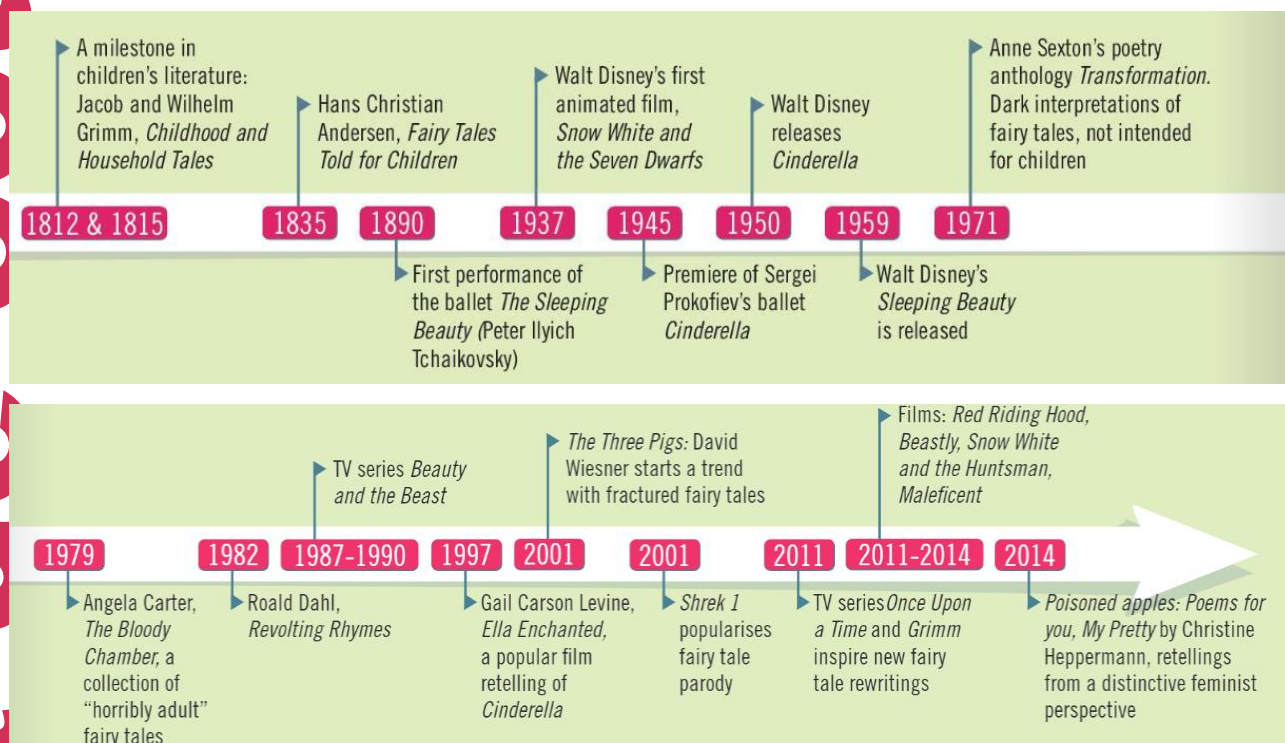
→ Objectifs :

- Acquérir une bonne connaissance des personnages des contes de fées et de leurs caractéristiques
- Etudier les messages des réécritures
- S'entraîner aux épreuves écrites et orales
- Revoir les points de grammaire et le vocabulaire de la séquence.
- Acquérir une méthode de travail
- Consolider son vocabulaire

"Fairy tales do not tell children dragons exist. Children already know dragons exist. Fairy tales tell children dragons can be killed."
G.K. Chesterton, English novelist, 1874- 1936.

1. Culture tip

→ Time line



Fairy tales

A fairy tale is a story for children involving magical events and imaginary creatures.

Fairy Tales are old stories passed down from generation to generation. For most of their history they have survived only as part of the oral tradition until codified or written down at some point, most often during the 18th and 19th centuries.

They are meant to entertain, but that's secondary. Unlike today's novels, their main purpose is to give a moral in a way the audience will remember. They exist to teach a clear lesson.

"If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales." — Albert Einstein. So, fairy tales are imaginative stories with rich visual and contextual elements that bring forth visceral emotions in children. They engage children who believe the stories — many of them about children out in the world on their own — are relevant to their lives. In this way, fairy tales model behavior for children like problem solving or emotional intelligence. Bad things happen to good people in fairy tales, and then, in many cases those good people (often children) find their way in and around these difficulties.

From an educational perspective, young future readers are learning the basics of story in a thematic and consistent way — setting, characters, and plot (rising action, climax, and resolution) occur predictably and help children orient their minds around the elements of writing. And, of course, understanding these elements will not only help children write, but also read.

<http://blog.sgws.org/the-importance-of-fairy-tales/>

Revisiting Fairy tales

We all grew up with the stories, so we know them backward and forward. But in the past few years, some writers have taken those stories and turned them around.

In the past 20 or so years, we've seen an extraordinary number of retold tales. Sometimes the story we know is told from a different point of view. Sometimes the characters are transported to a different setting or time. And, of course, there are prequels and sequels.

The original purpose of fairy tales is revisited with modern lessons. For ages, fairy tales were used a device to teach children important lessons; in the modern age, the purpose of the fable persists, but the lesson is completely different.

2. Fiche méthode : analyser un texte littéraire.

Pour analyser ou interpréter un texte ou une œuvre, il faut étudier **la ponctuation** :

1. Le point d'exclamation.

Il peut exprimer :

- Surprise
- Stupéfaction
- Étonnement
- Colère
- Exaspération
- Joie
- Peur
- Indignation
- Doute

2. Le point d'interrogation.

Il peut exprimer :

- Interrogation personnelle du personnage
- Question rhétorique = qui n'attend pas de réponse
- Interpellation du lecteur
- Doute
- Surprise
- Indignation

3. La virgule.

Elle peut exprimer :

- Le rythme de la phrase
- Le rythme de l'action
- Le débit de parole
- Mise en relief de propos ou d'une idée
- Énumération
- Rythme heurté = style coupé
- Vivacité
- Rapidité
- Brutalité

4. Les deux points.

Ils peuvent exprimer :

- Énumération
- Développement explicatif

5. Les points de suspension. Ils peuvent exprimer :

- Énumération incomplète
- Pensée énoncée non formulée de manière complète
- Hésitation
- Des propos ou citation repris qu'en partie



Étudiez la fiche méthode 21 « des outils pour l'analyse littéraire » page 215 et 216 de votre manuel.

HELP



Vocabulary

> CHARACTERS

The hero, the heroine, the protagonists

PLOT AND STRUCTURE

An incident, an episode

A twist in the plot (une péripétie)

The climax (le point culminant), an anticlimax (une chute) the denouement

To unravel the mystery (éclaircir le mystère)

The text falls into three main parts

> EFFECT

The story can be original, inventive, imaginative, plausible

I can also be boring, banal or commonplace, sentimental, maudlin (larmoyant) or far-fetched (tire par les cheveux)

The reader can find it interesting, striking, convincing, captivating, fascinating, exciting, engrossing (absorbent), moving or stirring (émouvant). The narrator captures the reader's interest / attention

The reader can also find it boring or tedious (ennuyeux) superficial, implausible. His interest flags (son intérêt faiblit)

> STYLE

A stylistic device (un procédé stylistique), a simile (une comparaison) a metaphor, a symbol, an image, imagery (l'ensemble des images), a pun (un jeu de mots)

An event, an image... symbolizes / represents / stands for something else.

It can hint at something (faire allusion à)

The style can be pompous, affected, heavy, simple, or plain

The description can be detailed, realistic, sketchy (sommaire)

You illustrate your point by a quotation, by quoting the text

You refer to the text.

> EXPRESSING ONE'S OPINION

In my opinion, in my view

On the whole, by and large (dans l'ensemble)

In a word

A typical example is...

It should be noted / pointed out that...

It follows from this that... (Il s'ensuit)

On the one hand.... On the other hand....

You focus on (se concentrer sur)

You dwell on (s'étendre sur), emphasize (mettre l'accent sur)

The text deals with (traite de)

The author criticizes, exposes (révèle) / the text conveys a sharp criticism of...

Exercice autocorrectif n°1 - corrigé en fin de livret

1. What point of view is expressed in these different texts? Explain why

- a) I knew I shouldn't have let Pedro walk home from school alone. He's too little. He must be so scared. We've walked to and from school so many times, I thought he would know his way. Now, he's lost. I'm his big sister; I should have been more responsible!
- b) Mrs. Thompson spotted Maria walking on the sidewalk calling out Pedro's name. She knew she shouldn't have let Pedro leave the schoolyard alone. Even though she was just his first-grade teacher, Mrs. Thompson always felt a special bond with Pedro. Her heart sank. She pulled her car over and told Maria to get in; they would look for Pedro together. She noticed tears forming in Maria's eyes. She reached over and patted Maria's knee, "We will find him, Maria." She hoped that comforted Maria a little.
- c) Mrs. Thompson watched Pedro walk away from the schoolyard alone. There was a small voice inside her that told her to stop him. "He's just a little boy. He's far too small to walk home alone," she thought. Pedro walked by the white picket fence that he walked by every day on his way to and from school. He stopped at the next street. "Which way do I turn?" he thought to himself. He stood there and looked up and down the street trying to remember if he needed to turn left or right. He turned right and looked desperately for something that looked familiar to him. Nothing did. He started to panic, "Where am I? Should I turn around and go back? I wish my sister was with me!" Maria looked at her watch, again. "Where is he?" she thought, with a slight sense of panic. She began walking towards the school. "Have you seen Pedro?" she asked a neighbor as she hurried by.

2. Literary device practice

Matching :

- | | |
|-----------------------|---|
| 1 ___ simile | A. inanimate objects taking on human characteristics |
| 2 ___ metaphor | B. words that imitate a sound |
| 3 ___ alliteration | C. comparing 2 unlike things using like or as |
| 4 ___ hyperbole | D. an exaggeration |
| 5 ___ onomatopoeia | E. a description emphasizing one or more of the 5 senses |
| 6 ___ personification | F. comparing 2 unlike things |
| 7 ___ idiom | G. several words in a row whose first consonant sound is repeated |
| 8 ___ imagery | H. a saying, that if taken literally, makes no sense |
| 9 ___ oxymoron | I. opposite words put together to form a unique meaning |

Name the device for each example below :

- | | |
|----------|--|
| 10 _____ | Ann is a walking encyclopedia. |
| 11 _____ | You'll catch a cold that way. |
| 12 _____ | The wind moaned outside the window. |
| 13 _____ | The traffic was heavy. |
| 14 _____ | Henry waddled like a duck as he walked onto the field |
| 15 _____ | Six silly sisters all saw the swan. |
| 16 _____ | "Meow," the cat announced as he entered the room. |
| 17 _____ | The dark night seemed to whisper its secrets to the forest people. |
| 18 _____ | The darkness was filled with a cold so bitter it seemed to freeze the air. |
| 19 _____ | I'm so hungry I could eat a horse. |
| 20 _____ | His pointed nose, red eyes, and thin colorless lips scared the child. |
| 21 _____ | I'm a chicken when it comes to getting an injection. |
| 22 _____ | There was a deafening silence in the crowd. |

3. Little Red Riding Wolf.



I. Read the text "Little Red Riding Hood and the Wolf" - Roald Dahl, Revolting Rhymes

"Little Red Riding Hood and the Wolf"

As soon as Wolf began to feel
That he would like a decent meal,
He went and knocked on Grandma's door.
When Grandma opened it, she saw
The sharp white teeth, the horrid grin,
And Wolfie said, "May I come in?"
Poor Grandmamma was terrified,
"He's going to eat me up!" she cried.
And she was absolutely right.
He ate her up in one big bite.
But Grandmamma was small and tough,
And Wolfie wailed, "That's not enough!
I haven't yet begun to feel
That I have had a decent meal!"
He ran around the kitchen yelping,
"I've got to have a second helping!"
Then added with a frightful leer,
"I'm therefore going to wait right here
Till Little Miss Red Riding Hood
Comes home from walking in the wood."
He quickly put on Grandma's clothes,
(Of course he hadn't eaten those).
He dressed himself in coat and hat.
He put on shoes, and after that
He even brushed and curled his hair,
Then sat himself in Grandma's chair.
In came the little girl in red.
She stopped. She stared. And then she said,

"What great big ears you have, Grandma."
"All the better to hear you with," the Wolf replied.
"What great big eyes you have, Grandma."
said Little Red Riding Hood.
"All the better to see you with," the Wolf replied.

He sat there watching her and smiled.
He thought, I'm going to eat this child.
Compared with her old Grandmamma
She's going to taste like caviar.

Then Little Red Riding Hood said, "But Grandma,
what a lovely great big furry coat you have on."

"That's wrong!" cried Wolf. "Have you forgot
To tell me what BIG TEETH I've got?"

Ah well, no matter what you say,
I'm going to eat you anyway."
The small girl smiles. One eyelid flickers.
She whips a pistol from her knickers.
She aims it at the creature's head
And bang bang, she shoots him dead.
A few weeks later, in the wood,
I came across Miss Riding Hood.
But what a change! No cloak of red,
No silly hood upon her head.
She said, "Hello, and do please note
My lovely furry wolfskin coat."

Roald Dahl, Revolting Rhymes

Source : Let's meet up – anglaise de spécialité LLCE - 1^{ère} – Editions Hatier



Going further: watch the video of the text <https://youtu.be/Y3uVQlhSYfY>



HELP



Vocabulary

To grin= to smile broadly
Tough = difficult to chew ; not tender
To wail = to express sorrow with a long, loud cry
To yelp = to let out a sharp cry ; to bark in pain (for a dog)
Leer = look in an unpleasant manner
Eyelid = the movable lid of skin that covers and uncovers the eyeball.
To flicker = to shine with a wavering light
To whip = to pull, to take
Knickers = pants

HELP

Culture tip

Little Red Riding Hood is an oral traditional tale of French origin. Its origins can be traced back to the 10th century by several European folk tales. French farmers told the story as early as the 14th century.

1. Little Red Riding Hood by Charles Perrault

Little Red Riding Hood was written by Charles Perrault in 1697.

In Perrault's version, the girl who is now nicknamed Little Red Riding Hood, is "the prettiest that had ever been seen". Her attractiveness is important because the story is a warning to women against talking to the wrong kind of men.

Although this version was not originally intended for children, the repetition the 'all the better to...' sequence is a formula that is liked by children. This is a wonderful example of a 17th century text. The moral is still relevant: "Children... should never talk to strangers, for if they should do so, they may well provide dinner for a wolf. I say 'wolf,' but there are various kinds of wolves. There are also those who are charming, quiet, polite, unassuming, complacent, and sweet, who pursue young women at home and in the streets. And unfortunately, it is these gentle wolves who are the most dangerous ones of all."

Moral: Children, especially attractive, well bred young ladies, should never talk to strangers, for if they should do so, they may well provide dinner for a wolf. I say "wolf," but there are various kinds of wolves. There are also those who are charming, quiet, polite, unassuming, complacent, and sweet, who pursue young women at home and in the streets. And unfortunately, it is these gentle wolves who are the most dangerous ones of all.

If you do not remember Charles Perrault's tale, you can read it here:

<http://core.ecu.edu/engl/parillek/littleredcinder.pdf>

2. Little Red Riding Hood by Roald Dahl

Little Red Riding Hood was revisited by Roald Dahl in 1982.

Roald Dahl's version (1982) begins with the wolf. Little Red Riding Hood comes into it later when the wolf decides that eating Grandma was not enough. He makes the decision to wait for her with a "leer" which is the first sign of the wolf's 'sleaziness'.

This version is clearly aimed at children; the simple rhyming scheme and the humour make it appealing to children. Dahl's Little Red Riding Hood has matured since having 'seen the wolf'. She smiles and takes a gun from her pants before shooting the wolf dead. Children only see the humour in this but to an adult she is modern, courageous and she acts flirty.

Moral: It is not so easy to fool little girls nowadays as it used to be.

3. The two versions

✓ Different point of view

- **Charles Perrault:** the tale. The role of the narrator is predominant, he introduces the wonderful from the beginning "Once upon a time" but put an end to it with morality. He therefore makes the link between the wonderful and reality, hence the importance of his omniscient point of view.
- **Roald Dahl:** the narrator's omniscience reaches its peak, he finally becomes a character in the story "I came across Miss Riding Hood"

¹sleazy = contemptibly low, mean, or disreputable:

²promiscuous =

Exercice autocorrectif n°2 - corrigé en fin de livret

1. Focus on the actions and feelings of the characters: Grandma, the world and Little Red Riding Hood.
2. Spot elements from the original fairy tale
3. Explain how the end of this story is different from the original.
4. Explain the author's message



II. Read the text “Not a little girl anymore”, another version of “Little Red Riding Hood” by James Thurber (1939)

“Not a little girl anymore”

One afternoon a big wolf waited in a dark forest for a little girl to come along carrying a basket of food to her grandmother.

Finally a little girl did come along and she was carrying a basket of food. “Are you carrying that basket to your grandmother?” asked the wolf. The little girl said yes, she was. So the wolf asked her where her grandmother lived and the little girl told him and he disappeared into the wood. When the little girl opened the door of her grandmother’s house she saw that there was somebody in bed with a nightcap and a nightgown on. She **had approached** no nearer than twenty-five feet from the bed when she **saw** that it was not her grandmother but the wolf, for even in a nightcap a wolf does not look any more like your grandmother than the Metro-Goldwyn lion looks like Calvin Coolidge. So the little girl took an automatic out of her basket and shot the wolf dead.

Moral: *It is not so easy to fool little girls nowadays as it used to be.*



Red Riding Hood, Gwennet.

Fables Of Our Time And Famous Poems Illustrated, James Thurber, 1939.

HELP

Culture tip

1. JAMES GROVER THURBER

Biography:

James Grover Thurber, (USA, 1894-1961) a lanky Ohio-born journalist, came to national attention after his sketches, both graphic and verbal, began appearing in The New Yorker in the 1930's. ("His pictures sell like hot cakes," a Thurber fan remarked, "and look like them, too.")

In 1933 the publication of *My Life and Hard Times*, loosely based on the scenes and characters of his Columbus boyhood, made Thurber the most popular humorist in America: so popular that he was compared to Mark Twain, which annoyed him. (Some of his relatives were not happy with the book, charging that Thurber had made fun of the ancestors whose foibles he had so lovingly and accurately immortalized.)

In addition to collections of his humorous pieces, fables, and cartoons (including the sketches of his immortal "Thurber dog") his works include several fairy tales for children and adults, the later ones illustrated by other artists after Thurber's eyesight (he was left half-blind after a childhood accident with a bow and arrow) had gotten too bad to allow him to draw.



James Thurber's story, "The Little Girl and the Wolf".

... James Thurber's story, "The Little Girl and the Wolf" starts off with, "One afternoon a big wolf waited in a dark forest for a little girl to come along carrying a basket of food to her grandmother." This first sentence tells us quite clearly that neither the situation nor the little girl are very safe; in other words, something terrible is waiting to happen. The little girl comes along and runs into the wolf, who asks her for directions to her grandmother's house. After receiving the directions the wolf takes off. Although it's not mentioned in the story, the reader automatically knows that the wolf is headed for the **grandmother's**

house, and that even more danger awaits the little girl. The little girl reaches her grandmother's house sometime later and walks in. She notices someone in the bed and quite calm and humorously comes

This work is a sub work of the following works: "Fables for Our Time", (1940) Collection. This is a new version of "Little Red Riding Hood" and was written in English.

2. Calvin Coleridge

He was the president of the USA from 1923 to 1929.

3. Metro Goldwin lion

It is a movie studio whose symbol is a roaring lion.



Going further: watch the video of the text <https://youtu.be/XylcDgsisEM>

Exercice autocorrectif n°3 - corrigé en fin de livret

1. List the characters and the adjectives defining them.
2. How is it different from Perrault's story?
3. In which country does the scene take place?
4. What is your reaction at the reading of Thurber's version?

4. Compréhension orale



Watch the videos:

<https://www.youtube.com/watch?v=Kthyjm3td5k&feature=youtu.be>

<https://www.youtube.com/watch?v=xOB5d4lw2l0&feature=youtu.be>



Hoodwinked - Red Meets Wolf

Exercice autocorrectif n°4 - corrigé en fin de livret

1. How is Little Red Riding Hood portrayed in the first video?
2. Compare it to the portrayal of the wolf in the 2 other videos.
3. Focus on visual or sound effects and their impact on the viewers' perception of the wolf.
4. Explain how the change of point of view gives a twist to the original fairy tale.

5. Phonologie

> Le rythme de la phrase



Manuel LLCE 1^{ère} page 17 : Listen!

https://www.hatier-clic.fr/miniliens/mie/2019/9782401058675/llce1_u01_little_red_p16.mp3

Rythme de la phrase : la scansion, les rimes

Listen to a recorded version of *Little Red Riding Wolf*.

Focus on:

- the rhythm
- the rhymes
- the emphasis of key words
- the effect of dramatisation (how the actor differentiates between narrating and the characters)

Listen and repeat the following words:

- door /dɔː/, saw /sɔː/
- tough /tʌf/, enough /ɪnʌf/
- leer /lɪər/, here /hɪər/
- clothes /kləʊðz/, those /ðəʊz/

Audio

Little Red Riding Wolf

[hatier-clic.fr/llce1004](https://www.hatier-clic.fr/llce1004)



6. A tale dark and Grimm



Étudiez la fiche méthode 19, Décrire et analyser un document iconographique, p. 212-213 de votre manuel.

1. Snow White and the Huntsman

HELP

Culture tip

Snow White and the Huntsman

Snow White and the Huntsman is a 2012 American fantasy film based on the German fairy tale "Snow White" written by the Brothers Grimm.

Cast: Kristen Stewart as Snow White

Raffey Cassidy as young Snow White

Chris Hemsworth as Eric the Huntsman

Charlize Theron as Queen Ravenna, Snow White's evil stepmother

Izzy Meikle-Small as young Ravenna

This film is a twist to the fairy tale, the Huntsman ordered to take Snow White into the woods to be killed winds up becoming her protector and mentor in a quest to vanquish the Evil Queen.



Going further: watch the trailer of the film https://youtu.be/2-UMN5VX7_I



Exercice autocorrectif n°5 - corrigé en fin de livret

Describe the poster "Snow White and the Huntsman".

- ✓ Characters and their position in the poster
- ✓ Focus on their facial expressions and imagine their personality
- ✓ Discuss the elements that are easily linked to the original story.
- ✓ Explain the unexpected elements of the poster
- ✓ Give your opinion and say if it is effective in promoting a Snow White story.

2. A Tale Dark and Grimm by Adam Gidwitz (2010)



Read the text "A tale dark and Grimm" page 19 de votre manuel.



Going further: Watch a video (A Tale Dark and Grimm Book Trailer)
<https://youtu.be/yiRVnkYcJ2I>

HELP

Culture tip**A Tale Dark and Grimm by Adam Gidwitz (2010)****The author:**

Adam Gidwitz (born February 14, 1982)

born in San Francisco in 1982

moved to Baltimore when he was about three

went to college in New York City and studied English literature

spent third year of college in England

got back home and took a job in a 2nd grade classroom at Saint Anns School in Brooklyn

still works there part time for 2nd grade, 5th grade, and high school



He is the author of the best-selling children's books *A Tale Dark and Grimm* (2010), *In a Glass Grimmly* (2012), and *The Grimm Conclusion* (2013), all published by Puffin Books. He received a 2017 Newbery Honor for *The Inquisitor's Tale: Or, The Three Magical Children and Their Holy Dog* (2016).

Summary of the book: Adam Gidwitz, the author weaves a story about Hansel and Gretel and their quest to find their true home. The narrator frequently adds his own quirky opinion, warning about the gruesome scenes that lie ahead and inserting ironic comments.

Hansel and Gretel walk out of their own story and into eight other classic Grimm (and Grimm-inspired) fairy tales. An irreverent, witty narrator leads us through encounters with witches, warlocks, dragons, and the devil himself. As the siblings roam a forest brimming with menacing foes, they learn the true story behind the famous tales, as well as how to take charge of their destinies and create their own happily ever after. Because once upon a time, fairy tales were awesome.

<https://www.penguinrandomhouse.com>

HELP

Vocabulary

Filthy = very dirty

Ebony = ébène

Stain = a mark, a discoloration

To rot = pourrir

Gums = [plural] the firm, fleshy tissue covering the surfaces of the jaws and partly covering the bottom of the teeth.

Fleck = stain

Eaves = avant-toit, corniche

To scamper = run quickly

A dove = une colombe

Exercice autocorrectif n°6 - corrigé en fin de livret

1. Line 1 to 8: Pick out elements referring to light and explain what atmosphere it creates
2. Line 1 to 20: pick out the elements describing the "old woman" and guess who she might be. Describe the kitchen in your own words.
3. Focus on the paragraphs highlighted in yellow and clarify the intention of the narrator and the effect on the readers.
4. Line 31 to the end: list the elements describing the young man and compare them with your expectations.
5. Write a paragraph that could end this story.

7. Grammaire

Prétérit simple et prétérit Be + ing



Révissez et retenez

1. PRETERIT SIMPLE

SUJET + BASE VERBALE + ED

Ex.: They bought a car.

POUR LES VERBES IRRÉGULIERS → apprendre la liste.

Forme interrogative : DID + SUJET + BASE VERBALE

Ex.: Did they buy a car?

Forme négative : SUJET + DID + NOT + BASE VERBALE

Ex.: They did not buy a car

>> Action passée terminée datée, sans rapport avec le présent : Ex.: We left London in 1997.

2. PRETERIT BE + ING

SUJET + WAS/WERE + BASE VERBALE + ING

>> Action qui était en train de se faire à un moment du passé ; souvent interrompue par une action exprimée au prétérit simple : Ex.: They were sleeping when I arrived.

Exercice autocorrectif n°7 - corrigé en fin de livret

1. Trouver un exemple de prétérit simple et de prétérit be + ing dans le texte de « A Tale Dark and Grimm » by Adam Gidwitz.
2. Complétez les phrases avec un prétérit simple ou un prétérit Be + ing
 - a) When Gretel (enter)..... the old woman (cook).....
 - b) Gretel (meet) a handsome man while she (walk) In the wood
 - c) The old woman (hear) a crash, so she (push) Gretel behind the pots
 - d) While the young man (try)..... to pull the white dove out of her mouth, the girl (struggle).....

8. Médiation

En médiation, votre tâche est d'imaginer que des camarades de classe ou des personnes de votre entourage n'aient pas compris un document. Vous, vous l'avez étudié et compris et vous allez le leur expliquer le plus clairement possible.



Look at the photo "Fallen princess" by Dina Goldstein, Snowy 2008.



Fallen princess by **Dina Goldstein** - Snowy 2008

HELP

Culture tip

Fallen princess by Dina Goldstein – 2009

You would have believed that every princess of Fairy tales has a happy ending, but Dina Goldstein takes a satirical look at the next chapter in the lives of these princesses. The collection can be viewed on Goldstein's official website: <http://dinagoldstein.com/fallen-princesses/>

Dina began her career over 25 years ago as a photojournalist, evolving from a documentary and editorial photographer into an independent artist focusing on large scale productions of nuanced photographic tableaux. Her work is highly conceptual and complex, incorporating cultural archetypes and iconography with narratives inspired by the collective unconscious and human condition.

Goldstein's first foray* into tableau was in 2007 when she was inspired by personal events to produce the highly conceptual and controversial *Fallen Princesses*, a 10-piece series that features fairy tale characters dealing with modern day scourges such as poverty, Cancer, addiction and obesity. *Princess Pea, The Fallen Princesses*, 2009 use the textures and colors created by Walt Disney.

Foray* = experience

Exercice autocorrectif n°8 - corrigé en fin de livret

1. Describe the photo (setting, characters...).
2. Analyse the relationship between the two adults.
3. Explain the author's message.

9. Votre dossier : Create your portfolio

À la fin de cette séquence, vous pouvez constituer un dossier qui comportera tous les documents que vous avez étudiés en cours et des œuvres (films, livres, documentaires, vidéos ou audio) se rapportant à la thématique « imaginaire, l'imagination créatrice et visionnaire

Suggestion d'œuvres complémentaires :

Novels

- ▶ **The Bloody Chamber*, Angela Carter, 1979
- ▶ **Revolting Rhymes*, Roald Dahl, 1982
- ▶ *The Confessions of an Ugly Stepsister*, Gregory Maguire, 1999
- ▶ *Grimmer Tales*, Erik Bergstrom, 2010
- ▶ *The Land of Stories*, Chris Colfer, 2012

Movies

- ▶ *Shrek*, Andrew Adamson, 2001.
- ▶ *Shrek 2*, Andrew Adamson, 2004.
- ▶ *Shrek 3*, Chris Miller, 2007.
- ▶ *Shrek 4*, Mike Mitchell, 2010.
- ▶ **Hoodwinked!*, Cory Edwards, Todd Edwards and Tony Leech, 2005.
- ▶ *Enchanted*, Kevin Lima, 2007.
- ▶ *Beastly*, Daniel Barnz, 2011
- ▶ **Snow White and the Huntsman*, Rupert Sanders, 2012
- ▶ *Into the Woods*, Rob Marshall, 2015
- ▶ *The Huntsman and the Winter's War*, Cedric Nicolas-Troyan, 2016.

TV series

- ▶ **Grimm*, (2011-2017)
- ▶ *Once Upon a Time*, (2011-2018)
- ▶ *Fractured Fairy Tales*, (1959-1961)

Paintings

- ▶ **Happily Ever After*, Scott Gustafson, 2003



DEVOIR N°1 - à envoyer à la correction



Durée de l'épreuve : 1 heure
2 textes + 1 photo

Source : Let's meet up – anglaise de spécialité LLCE - 1^{ère} – Editions Hatier

> Texte 1 :

I woke in strange surroundings¹ with strange voices at my feet. I lay on my back, reclined rather than flat. Cool fabric under my fingers. A familiar smell – antiseptic and illness. Hospitals always

smelled the same. Used to holding on to my stars dreams, I kept my eyes closed and my breathing even.

“What does the doctor say?” The voice was male, wavery² with age. He sounded concerned.

“They’re having trouble figuring out who to give that information to.” That was a woman, brusque and kind, a voice I immediately liked.

Another voice cut her off. “Me, of course.” This one was strong and imperious, used to being obeyed. “Who else?”

“She has no family.” That was the older male.

“She has UniCorp, and that means me,” said the younger one. “Imagine waking up to discover she’s the sole surviving heiress³ to an interplanetary empire!”

“We aren’t an empire” was the older man’s gruff reply.

“Honestly, Reggie, I think you have delusions of grandeur.”

“Well, who do you think should be responsible, then? You?” There was no response, so the younger man continued. “This is mostly your fault, anyway.

This would be so much easier if you’d left well enough alone. If you’d let me sign her over to the social services anonymously, it wouldn’t even be in question. It’s not as if anyone would believe her story.” He sighed. “I don’t know why we even had to tell the board, or the state. We could have given her a new identity. I doubt her memory’s very strong.”

“Because that wouldn’t be right,” said the older man, with a bite to his words that kept even the imperious one from arguing.

“All of this is moot⁴,” said the woman. “Dad, Reggie, calm down, both of you. The judge will be here in a moment. I think your proposal will be accepted, Reggie. No one disputes that you’re the president of UniCorp.”

I opened my eyes at that. “Daddy’s president of UniCorp,” I croaked.

The three people at the foot of my hospital bed jumped. The woman came toward me. She was Eurasian, slender, and well groomed, though her clothes seemed casual. The two men wore business suits, but the cut had changed from what I was used to. I couldn’t make out their features, as my eyesight was still blurry⁵. The younger man looked like a blur of gold, while the older one no more than a blur of white, with a dark suit beneath it.

A finger tapped on the glass wall of my hospital room. A blurred figure fidgeted⁶ in the hallway. “The judge is here,” said the younger of the two men. “I’m on it. Ronny, Annie, I’ll leave this to you.” He gestured at me as he left. Apparently the judge was the important one, and I was nothing more than a “this.”

“Who are you?” I asked the two who were left.

“We work for UniCorp, dear,” said the woman, while the man turned away from me. “My name is Roseanna Sabah, but you can call me Annie. This is my father, Ron. I’m Brendan’s mother. You remember Brendan?”

Brendan. My shadow man. “The one who woke me up?”

“Yes.” Mrs. Sabah smiled. “He found you yesterday. You’ve been in stasis⁷ for so long, we had to bring you to the hospital.”

Something clutched at the back of my throat, something dark and terrified.

“So it’s true, what he said?” I croaked. “Sixty years?”

“Sixty-two,” said the old man from the back of the room. His words fell like lead weights.

“And my mother and my father... and everyone I knew...” My vision disappeared completely as I started to cry. I tried to force the tears back, as Mom had taught me, but I couldn’t. The tears ran down into my mouth. They tasted strange, over salinated and thick.

“I’m afraid so, dear,” said the woman. “Mark and Jacqueline Fitzroy died in a helicopter crash while you were still in stasis. But you are alive, and we’re all going to see that you’re well taken care of.”

“How?” I managed to whisper.

“I’m afraid your parents died without making a will,” said the woman. “By default, their company went to their shareholders⁸ and the board of directors. However, now that you’re back with us, all their assets⁹ revert to you.”

“Are you telling me... I own UniCorp now?”

“No,” the old man snapped brusquely. For some reason, his voice frightened me. “Unfortunately, UniCorp owns you. At least until you come of age.”

A Long, Long Sleep, Anna Sheehan, 2011 ■

1. surrounding: environment - 2. wavery: hesitating

3. heiress: héritière - 4. moot: sterile - 5. blurry: flou

6. fidget: make restless movements

7. stasis: a state that does not change

8. shareholder: actionnaire - 9. asset: capital

➤ **Texte 2 :**

2 *Sleeping Beauty's Wedding Day*

- After the kiss and the trip to the castle comes the showering, shaving, shampooing, conditioning, detangling, trimming¹, moussing, blow-drying², brushing, curling, de-frizzing, extending, texturizing,
- 5 waxing, exfoliating, moisturizing, tanning, medicating, plucking, concealing, smoothing, bronzing, lash lengthening, plumping³, polishing, glossing, deodorizing, perfuming,
- 10 reducing, cinching⁴, controlling, padding⁵, accessorizing, visualizing, meditating, powdering, primping⁶, luminizing, correcting, re-curling, re-glossing, and spraying.
- No wonder that hundred-year nap
- 15 just doesn't seem long enough.

Poisoned Apples. Poems for you, My Pretty, Christine Heppermann, 2014 ■

1. trim: cut one's hair - 2. blow-dry: use a hair dryer - 3. plump: make slightly fat
4. cinch: making things easy - 5. pad: add stuffing to - 6. primp: se pomponner

➤ **Photo 1 :**



Sleeping Beauty, Dina Goldstein, 2008

1. How is Sleeping Beauty depicted in each document?
2. Explain how all these retailed Sleeping Beauty compare with the original
3. Demonstrate how the world of fairy tales has evolved.

SEQUENCE 1

Exercices autocorrectifs - Correction

Exercice autocorrectif n°1 - correction

1. What point of view is expressed in these different texts? Explain why

- a) I knew I shouldn't have let Pedro walk home from school alone. He's too little. He must be so scared. We've walked to and from school so many times, I thought he would know his way. Now, he's lost. I'm his big sister; I should have been more responsible!

It is a first-person point of view because the narrator is one of the characters

in the story. In this example, the narrator is Pedro's older sister. We only find out what she knows and thinks. Some clues in this passage that tell us it is written in first person are:

- The narrator is a character in the story.
- The narrator uses words like I.
- The narrator presents her thoughts and feelings, but not the thoughts and feelings of other characters

- b) Mrs. Thompson spotted Maria walking on the sidewalk calling out Pedro's name. She knew she shouldn't have let Pedro leave the schoolyard alone. Even though she was just his first-grade teacher, Mrs. Thompson always felt a special bond with Pedro. Her heart sank. She pulled her car over and told Maria to get in; they would look for Pedro together. She noticed tears forming in Maria's eyes. She reached over and patted Maria's knee, "We will find him, Maria." She hoped that comforted Maria a little.

It is a third-person limited point of view because the narrator is not a character in the story, but tells the story from the viewpoint of one character.

In this example, the narrator is not a character in the story. The story is being told by the narrator from the viewpoint of Mrs. Thompson, Pedro's first grade teacher. As readers, we can only find out what Mrs. Thompson does, knows, thinks, and sees. Some clues in this passage that tell us it is written in third person limited are:

- The narrator is not a character in the story.
- The story focuses on the thoughts and feelings of one character.
- The narrator refers to characters in the story as he or she.

- c) Mrs. Thompson watched Pedro walk away from the schoolyard alone. There was a small voice inside her that told her to stop him. "He's just a little boy. He's far too small to walk home alone," she thought. Pedro walked by the white picket fence that he walked by every day on his way to and from school. He stopped at the next street. "Which way do I turn?" he thought to himself. He stood there and looked up and down the street trying to remember if he needed to turn left or right. He turned right and looked desperately for something that looked familiar to him. Nothing did. He started to panic, "Where am I? Should I turn around and go back? I wish my sister was with me!" Maria looked at her watch, again. "Where is he?" she thought, with a slight sense of panic. She began walking towards the school. "Have you seen Pedro?" she asked a neighbor as she hurried by.

It is an omniscient point of view is when the narrator is not a character in the story but can see into the minds of all characters and can report what is said and done.

In this example, the narrator is not a character in the story. As readers, we can find out what all the characters think, feel, do, and see. Some clues in this passage that tell us it is written in third-person omniscient are: ✓ The narrator is not a character in the story.

- The actions, thoughts, and feelings of all characters are revealed.
- The narrator refers to characters in the story as he or she.

2. Literary device practice

Matching :

- 1_ simile > C. comparing 2 unlike things using like or as
- 2_ metaphor > F. comparing 2 unlike things
- 3_ alliteration > G. several words in a row whose first consonant sound is repeated
- 4_ hyperbole > D. an exaggeration
- 5_ onomatopoeia > B. words that imitate a sound
- 6_ personification > A. inanimate objects taking on human characteristics
- 7_ idiom > H. a saying, that if taken literally, makes no sense
- 8_ imagery > E. a description emphasizing one or more of the 5 senses
- 9_ oxymoron > I. opposite words put together to form a unique meaning

Name the device for each example below:

- 10_ **metaphor** - Ann is a walking encyclopedia.
- 11_ **idiom** - You'll catch a cold that way.
- 12_ **personification** - The wind moaned outside the window.
- 13_ **idiom** - The traffic was heavy.
- 14_ **simile** - Henry waddled like a duck as he walked onto the field
- 15_ **alliteration** - Six silly sisters all saw the swan.
- 16_ **onomatopoeia** - "Meow," the cat announced as he entered the room.
- 17_ **personification** - The dark night seemed to whisper its secrets to the forest people.
- 18_ **imagery** - The darkness was filled with a cold so bitter it seemed to freeze the air.
- 19_ **hyperbole** - I'm so hungry I could eat a horse.
- 20_ **imagery** - His pointed nose, red eyes, and thin colorless lips scared the child.
- 21_ **metaphor** - I'm a chicken when it comes to getting an injection.
- 22_ **oxymoron** - There was a deafening silence in the crowd.

Exercice autocorrectif n°2 - correction

1. Focus on the actions and feelings of the characters: Grandma, the world and Little Red Riding Hood.
 - **Grandma:** Poor Grandmamma was a little woman, small and tough. She was terrified, she thought the wolf was going to eat her.
 - **The wolf:** The Wolf gets hungry and goes to Grandma's house. He eats her up in one bite but isn't satisfied yet. So he decides to put on Grandma's clothes and wait for Little Red Riding Hood to arrive.

2. Spot elements from the original fairy tale.

The same elements from the original fairy tale are:

Perrault	Dahl
He knocked at the door: tap, tap.	He went and knocked on Grandma's door.
he immediately fell upon the good woman and ate her up in a moment,	He ate her up in one big bite.
"Grandmother, what big ears you have!"	"What great big ears you have, Grandma."
"All the better to hear with, my child."	"All the better to hear you with,"
"Grandmother, what big eyes you have!"	"What great big eyes you have, Grandma."
"All the better to see with, my child."	"All the better to see you with,"
"Grandmother, what big teeth you have got!"	"Have you forgot To tell me what BIG TEETH I've got?"

3. Explain how the end of this story is different from the original.

- **Perrault:** the wolf eats the little girl. The Moral of Little Red Riding Hood is that you must never trust strangers. Even a very friendly stranger may have very bad intentions. Little Red Riding Hood finds

herself in danger because she talks to the wolf and naively points out the direction of her grandmother's house.

- **Dahl:** the small girl pulls a pistol from her knickers and shoots him in the head. The narrator explains that he met Miss Riding Hood a few weeks later in the wood and was impressed by her new "lovely furry wolfskin coat."

4. Explain the author's message

The vague time and location of 'Once upon a time...' signifies to the child that this is a world of fantasy. This means that the child is aware that it is just a story. Dahl begins with the wolf. Little Red Riding Hood comes into it later.

The most significant change that Dahl makes is modernizing the tale by giving the little girl a pistol and showing her interest in the wolf's skin for her coat.

Dahl's message is that human beings whether they are young or old can make use of even the wildest creatures for their own benefit. He also wants us to realize that little children are not as innocent as the Red Riding Hood of the old times was. Today's children are smarter and know how to defend themselves.

Exercice autocorrectif n°3 - correction

1. List the characters and the adjectives defining them.

- The little girl – The girl is **little**, on the other hand, she is not fragile, she is clever and decided
- The wolf – The wolf is "**big**" but is it a bad wolf? Is it a smart wolf? We can see that the wolf was not in a comfortable and good situation because in the begin of the story the wolf was waiting for hours for a girl. "Finally a little girl did come", and Thurber used "did come" opposite to "came". Better saying, the wolf was waiting for any girl, we can see when the Thurber used the indefinite article "a little girl..." The wolf was desperate.

2. How is it different from Perrault's story?

In the original tale, the little girl dies.

In the earliest version, she meets the wolf in the woods, the wolf scrambles to Grandma's house, eats grandma, gets into grandma's bed and when Little Red arrives, the wolf gobbles her too. Nobody survives — except the wolf. This is not the gentlest of bedtime stories.

The first literary version of "Little Red Riding Hood" was written by Charles Perrault. The tale begins by "once upon a time" and in the end the little girl is eaten by the wolf.

In Thurber's tale, the situation is immediately presented and in the end, the wolf is killed by the little girl.

In Charles Perrault's version of the tale, the mother simply instructs the young girl to take the items to her grandmother. Little Red Hood is carrying a basket with a cake and a little pot of cream.

In James Thurber's version We don't know what is in the basket. Little Red is a little girl. She knows instantly that's not her grandma in the bed, "for even in a nightcap a wolf does not look any more like your grandmother than the Metro-Goldwyn lion looks like Calvin Coolidge." The moment she sees "grandma" according to Thurber, "the little girl took an automatic out of her pocket and shot the wolf dead." The moral being: "It is not so easy to fool little girls nowadays as it used to be."

3. In which country does the scene take place?

"dark forest" – "Metro Goldwin lion" so the scene must take place in a forest in the USA

4. What is your reaction at the reading of Thurber's version?

As far as I am concerned, I think Thurber's version is surprising. First it does not begin like traditional tales. The story begins "One afternoon a big wolf waited in a dark forest, for a little girl..."

Then, the author uses elements of American culture (a president born in the American Independence Day and a producer of children drawings that has as symbol a lion).

Even the little girl is surprising. She acts alone, she does not need grown-ups to help her. This may represent a criticism of Thurber's time and show us the dilemma lived by the children of our time. It may be a critical opinion of the fact that nowadays, must solve their problems alone, without the presence of an adult.

Thurber is very keen on using irony. In his tale, the irony consists in the choice of the end of the story. The other versions have different ends and Thurber has chosen this one because he knew it would be interpreted by the readers according to the period they live in.

Exercice autocorrectif n°4 - correction

1. How is Little Red Riding Hood portrayed in the first video?

Little Red Wood is portrayed as innocent, naive, she seems to be weak-willed and too scared to run away.

2. Compare it to the portrayal of the wolf in the 2 other videos.

The wolf in 1st video is scary and fierce whereas on second video he is less intimidating.

3. Focus on visual or sound effects and their impact on the viewers' perception of the wolf.

- The producer uses the verbs: to flash/ a camera/ to take a cab/ to spray/to be beaten up/ to fall in
- The sound effects are: to howl/ to rumble/ to scream/ to screech/ to shriek/ to yell/ to yelp
- Their impact: ridiculous/ laughable / goofy/ a bully/ contemptible/ a loser/ a creep

4. Explain how the change of point of view gives a twist to the original fairy tale.

The change of point of view is unexpected. It gives a different interpretation of the tale. The characters are portrayed in a different angle and the tale is not the same, as if a new story was told.

Exercice autocorrectif n°5 - correction

Describe the poster "Snow White and the Huntsman".

- ✓ Characters and their position in the poster
- ✓ Focus on their facial expressions and imagine their personality
- ✓ Discuss the elements that are easily linked to the original story.
- ✓ Explain the unexpected elements of the poster
- ✓ Give your opinion and say if it is effective in promoting a Snow White story.

The title of the document is "Snow White and the Huntsman". This poster represents a scene of the film "Snow White and the Huntsman", the Universal Pictures film directed by Rupert Sanders that came out in 2012. The film is a revisited version of Grimm's tale "Snow White".

Three characters are in the middle of the poster. I think they are the most important characters of the film. Ravenna is at the bottom of the poster. She is the cruel and tyrannical ruler of the kingdom and Princess Snow White's stepmother. Because of her extreme beauty, Ravenna was regarded as being the "Fairest of Them All". However, when she learned that, since coming of age, Snow White had now surpassed her as the "fairest", Ravenna becomes determined to kill her stepdaughter and consume her heart, which would not only grant her eternal youth and evergreen beauty but would also maintain her powers forever.

In the upper half, the young woman is Snow White. She is the princess (later queen) of Tabor and the main protagonist of "Snow White and the Huntsman". Enchanting all with her courage and innate purity, she is considered as the "Fairest of Them All." She is the only child of King Magnus and Queen Eleanor, and Queen Ravenna's stepdaughter.

At the top, the man with an axe is Eric, the Huntsman is the deuteragonist* of Snow White and the Huntsman and the main protagonist of The Huntsman: Winter's War. He is a former Huntsman in Queen Freya's army and the love interest and husband of Sara, as well as an ally to Princess Snow White.

In the background, the crows in the background are a sign of death. I believe the crows have been placed for a variety of reasons, the first is, in the original story of snow white her hair is described as "black as a crow". Another interpretation would be that crows are an omen of death, and therefore connote the theme of death within this movie. The queen (the character in the Centre) is wearing a hood made from what appear to be crow feathers; this connotes that she is dangerous and evil.

Under the characters, the title is written in yellow letters. Below this title 'From the Producer of Alice in Wonderland' may attract a wider audience as people who enjoyed watching Alice in Wonderland may want to watch this film too. Under the title other details I can't read. They may give information about the actors and actresses as well as the producer and the people who worked in this film.

The colours are dark. This gives us the impression that there will be an atmosphere of war, battles, with a castle and knights.

The unexpected element of the poster is the axe that the actor at the top is holding. In Snow white, we always think of the Prince who comes to awake Snow White, not to kill her.

In the original tale, the Queen is an ugly woman who wants to kill Snow White who is more beautiful than she is. It is the same situation here.

I think that this version of Snow White seems to be violent and very far from the original which is a nice tale for children, a film full of sweetness, and kindness

I don't think this poster is effective in promoting a Snow-White story because violence can be seen through two characters, death seems to be present in the film so the spectators who liked the original tale may be shocked by the new version.

Deuteragonist * : un acteur jouant le deuxième rôle le plus important, après celui du protagoniste. Cet acteur joue un personnage qui connaît les informations que cherche le personnage joué par le protagoniste

Exercice autocorrectif n°6 - correction

1. Line 1 to 8: Pick out elements referring to light and explain what atmosphere it creates. "dark", "faint glow", "dim light", "which creates an atmosphere of mystery and suspense".

2. Line 1 to 20: pick out the elements describing the "old woman" and guess who she might be. Describe the kitchen in your own words.

"an old woman", "with an iron shackle on her leg", "her face was like worn leather, her teeth were rotting in her gums". According to the text, this woman seems to be a witch or a naughty woman who could be the devil.

3. Focus on the paragraphs highlighted in yellow and clarify the intention of the narrator and the effect on the readers.

At the beginning of the book, the writer warns parents that they must read the book before reading it to their children because they could have nightmare. <https://youtu.be/cdmmJjWaFOM>

So in this text, the paragraph highlighted in yellow are the explanation : you could be frightened by the events of the story, so if you can't bear the situation you'd better stop reading it to your children and check under the bed to see if there are no monsters. If not, you can go on reading.

In the second yellow paragraph, he apologizes for the frightening situation he has created.

4. Line 31 to the end: list the elements describing the young man and compare them with your expectations.

“he is evil, an evil magician, a warlock.” “he reaches down their throat and rips their souls from their bodies. “he hacks the girls’ bodies to pieces to make our supper” “handsome young man with green eyes and smile as red as blood”

According to the beginning of the text, I was expecting to see an awful man. His mother described him as a devil and so he is. So I am not disappointed when reading his description, except that I can’t imagine him to be handsome.

5. Write a paragraph that could end this story.

He lifted an axe that hung on the wall, and Gretel, peering through a gap between a filthy pot and a filthier pan, watched her handsome, gunny friend hack the girls’ body into bits and toss each piece into the boiling cauldron. His blunt butcher’s knife rose and fell, rose and fell. He licked the blood from his hand and sent piece after piece sailing into the pot. Then he took the cage and went upstairs.

The little girl was so frightened that she immediately ran away.

Exercice autocorrectif n°7 - correction

1. Trouver un exemple de **prétérit simple** et de **prétérit be + ing** dans le texte de « A Tale Dark and Grimm » by Adam Gidwitz.

“The old woman **sighed** and **touched** the girl’s cheek which **was bleeding** from the clawing branches”

Sighed/ touched = preterit simple

Was bleeding = preterit Be + ing

2. Complétez les phrases avec un **prétérit simple** ou un **prétérit Be + ing**

- When Gretel **entered** the old woman **was cooking**.
- Gretel **met** a handsome man while she **was walking** in the wood.
- The old woman **heard** a crash, so she **pushed** Gretel behind the pots
- While the young man **was trying** to pull the white dove out of her mouth, the girl **was struggling**.

Exercice autocorrectif n°8 - correction

- Describe the photo (setting, characters...).
- Analyse the relationship between the two adults.
- Explain the author’s message.

This document is a photo montage entitled “Snowy” and it was published in 2008 by Dina Goldstein.

The scene takes place in a modern living room. On this picture, Snow White—originally a German fairy tale published by the Brothers Grimm—is standing in the middle of a living room holding two of her children, while another one is pulling her dress, and yet another is crawling around the faded, shabby room. Their little dog is eating crumbles of chips, while the husband, Prince Charming, is busy watching TV and drinking beer. Looking disappointed and discontent, Snow White stares into the camera. This picture illustrates what happens when the prince comes. This is the only picture where the prince is present.

The photo raises questions about society’s expectations as to how women should lead their lives, and Goldstein’s photo of Snow White visually challenges the one-sided textual representation of female fairy tale characters. The author wanted to show that even if fairy tales end happily real life is not as easy for women and she denounces the difficulties of women’s life nowadays.