

# Another Side of the Story

Don't forget to Make an Achievery account for each student! [Make your account for the Achievery in English](#) or [Make your Account for the Achievery in Spanish](#)

**Objective:** Students will use narrative techniques, like description, to develop a side character's backstory and personality. Students will acknowledge differences in point of view based on a character's perspective. Students will distinguish point of view from perspective.

**Grade Span:** 6th-8th, but tips and resources are included for modifying for other grade levels.

**Subjects:** Language Arts

**Lesson Introduction:** The protagonist is the main character in a narrative, so they often get all the attention. But, what about the side characters? Even the villains?

Ask students: What does it mean when we say there are two sides to every story? Discuss.

Explain to students that they will be listening to a story called, *A Tale of Two Beasts* by Fiona Robertson ([from the Student Portal resource Storyline Online](#).)

Ask students to make predictions about the story based on the title. (Further tips and a variety of activity ideas are included in the video's [Teacher Activity Guide](#).)



**Lesson:** Use the lesson [Side Character Stories](#) from The Achievery. In this lesson, students practice creating well-rounded characters by developing a backstory for a secondary character.

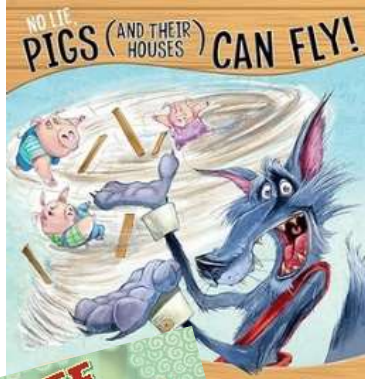


**Teacher Tip:** Younger students can create a group or class story and create individual illustrations.

**K-12:** Help students think of side characters in stories many are already familiar with. Explain to students that they will be getting the other side of a fairytale by examining a familiar fairytale from the

point of view of one of the minor characters. This version of a fairy tale is called a fractured fairytale. Fractured fairytales let us see the story in a new way because we are getting the facts from the perspective of another character, just like we saw in *A Tale of Two Beasts*.

Present one or more fractured fairytales to the class. Watch a read-aloud of [The True Story of the 3 Little Pigs! By A. Wolf](#), [Seriously, Cinderella is SO ANNOYING](#), or another. Compare the fractured story to the [original](#) or another version, ex. [The Three Ninja Pigs](#). Ask students to think about who is more believable (pigs or wolf) and why.



### Activity Suggestion:

Hold a debate.

- Divide the class into two groups: Original Fairytale Believers vs Fractured Fairytale Believers.
- Guide the debate as students ask questions and present statements that support or defend their point of view.

### Sample Debate Instructional Guide:

On the whiteboard, write:

Is the wolf in *The Three Little Pigs* bad or mean? Why or why not?

The wolf is \_\_\_\_\_ because \_\_\_\_\_.

The wolf is not \_\_\_\_\_ because \_\_\_\_\_.

Have students prepare for the debate by writing and drawing in response to this question. Have students sign their names under their opinion. Ex. The wolf is good. The wolf is bad.



**Instruction to students:** Today, your job is to convince the people who have a different opinion than you to change their opinion of the wolf. When you share your opinion, be sure to share your reasons. Your reasons should be based on details from the two versions of *The Three Little Pigs*. Remember, you can use these sentence frames to help you share your ideas. *Refer to the whiteboard.*  
The wolf is \_\_\_\_\_ because \_\_\_\_\_. The wolf is not \_\_\_\_\_ because \_\_\_\_\_.

**Practice with Partners:** Have students practice sharing some of their ideas with a partner. It's ok if their partner shares their opinion. Have children identify themselves as Partners A and B before beginning the Turn and Talk. The goal for the partner share is NOT to provide feedback on their written work, but to allow children to orally warm up for the debate.

Partner A, share your opinion and reasons with your partner. Use the details from your drawing for ideas. When I signal that it's time to switch partners, Partner B will do the same thing, and Partner A will listen.

**Whole Group Debate:** Gather children in a circle for the debate and remind them to use the Sentence Frames for Discussion chart, in addition to the specific sentence frames, for the debate.

Who would like to start our debate? The first person who speaks will share her opinion and reasons to support that opinion. When you hear an idea, you can respond by agreeing or disagreeing. If you disagree, raise your hand. When called upon try to convince your classmates of your opinion by

providing as many reasons as you can! If you agree, also raise your hand, you can add to a classmate's ideas with even more reasons. Your reasons come from details in the texts we read.

As children debate, facilitate the discussion by redirecting children back to key details from the text. Have the texts/videos available for reference if children want to show their classmates a particular illustration or part of a text.

Encourage equitable participation by continuously inviting new voices into the discussion. At the end ask, "After hearing your classmates' ideas, does anyone want to change their opinion?" Invite children to come up to the chart, cross off their names, and rewrite their names beneath their new opinion. Do they agree that it is powerful to use details from the text to convince other people to believe something about a character?



**Additional Resource:** K-12 Incorporate elements of [this lesson plan](#) from Education World and use a similar pattern as the one above to have students debate ethics, ex. Is trickery ever justified? Is it okay to steal from someone who has stolen from you? Puss, from *Puss in Boots*, and Jack, from *Jack and the Beanstalk*, might have some ideas about these ethical questions.

Connect the activity to everyday life. Ask students how they can apply what they have learned in this activity to their life and their stories.

**Helps:** If students need help with story ideas use these [free online story prompt dice](#) created by Dave Birss. There are 5 dice and 9 dice versions. Remind students: **You're free to interpret the symbols.**

They can represent different things for everyone, and the first idea you have is often the right one. There are no bad interpretations, and there's no such thing as a bad story. Option: To create your story, you can use three dice for the setup, three for the story development, and three for the conclusion.



**Take it farther!** Expand on this lesson with additional lesson plans from The Achievery such as:

[Start Writing Your Story](#) Grades 3-5: Students learn how to start a story with a big event and get tips to start on the actual writing of their script. This lesson is created by Young Storytellers.

[Integrating Lesson Into Your Story](#) Grade 5: Students reflect on personally significant lessons from their lives, and learn how to integrate those lessons into their stories.

[Adding Details](#) Grades 3-5: This Young Storytellers unit teaches students to add details to their stories. Students learn how to add details about a character's personality and genre-specific details.

[Word Choice & Meaning](#) Grades 3-5: Understand and use word relationships and figurative language.

[Creating Excitement Through Obstacles](#) Grades 3-5: Learn how to create obstacles in a story to build tension and excitement! This lesson was created by Young Storytellers.