

why were fairy tales created

why were fairy tales created is a question that delves into the origins and purposes of one of the most enduring forms of storytelling. Fairy tales have been a fundamental part of human culture for centuries, serving multiple roles beyond mere entertainment. This article explores the historical, cultural, psychological, and educational reasons behind the creation of fairy tales. By understanding the motivations and contexts in which these stories emerged, readers gain insight into why fairy tales continue to resonate across generations. The article will also examine how fairy tales functioned as moral guides, tools for socialization, and vehicles for preserving cultural heritage. Finally, the discussion will highlight the evolution of fairy tales and their relevance in contemporary society.

- Historical Origins of Fairy Tales
- Cultural Significance and Social Functions
- Psychological and Educational Purposes
- Evolution and Modern Interpretations

Historical Origins of Fairy Tales

The creation of fairy tales dates back to ancient times when oral storytelling was the primary means of sharing knowledge and experiences. Early societies used these narratives to explain natural phenomena, convey cultural values, and entertain community members. The term "fairy tale" itself refers to stories involving fantastical elements, magical creatures, and supernatural events, which captivated audiences and made complex ideas more accessible.

Oral Tradition and Storytelling

Fairy tales were originally passed down orally from generation to generation. This oral tradition allowed communities to preserve their history, beliefs, and customs long before the invention of writing systems. Storytellers played a crucial role in adapting tales to suit local contexts, ensuring that the narratives remained relevant and meaningful.

Documentation and Literary Collections

With the advent of writing, many fairy tales were recorded and compiled into collections, such as those by the Brothers Grimm and Charles Perrault. These collections helped standardize versions of fairy tales while still reflecting the cultural and moral lessons valued by societies at the time. The documentation also contributed to the spread and longevity of these stories worldwide.

Cultural Significance and Social Functions

Fairy tales were created as more than just entertainment; they served essential cultural and social purposes. These stories often embodied the values, fears, and aspirations of the communities that told them, acting as mirrors of social norms and expectations.

Preserving Cultural Heritage

One primary reason why fairy tales were created is to preserve and transmit cultural heritage. They encapsulate traditions, customs, and collective wisdom, ensuring that cultural identities endure through changing times. Fairy tales often contain symbolic elements unique to specific cultures, offering insight into their worldview.

Reinforcing Social Norms and Morality

Fairy tales commonly contain moral lessons that reinforce societal rules and ethical behavior. By portraying consequences for good and bad actions, these stories functioned as tools for socialization, teaching children and adults alike about right and wrong in a memorable and engaging way.

Entertainment and Community Bonding

In addition to their educational roles, fairy tales provided entertainment and fostered a sense of community. Storytelling sessions brought people together, creating shared experiences and strengthening social cohesion. The imaginative worlds of fairy tales offered an escape from daily hardships and inspired creativity.

Psychological and Educational Purposes

Beyond cultural and social functions, fairy tales were created to address psychological development and educational needs. They help individuals, especially children, navigate complex emotions and understand the human experience.

Addressing Human Fears and Desires

Fairy tales often explore themes of fear, danger, and desire, allowing listeners to confront these emotions in a safe and symbolic manner. Characters facing challenges and overcoming adversity provide models for resilience and courage, contributing to emotional growth.

Facilitating Moral and Cognitive Development

By presenting clear distinctions between good and evil, right and wrong, fairy tales aid in moral reasoning and ethical decision-making. The narrative structures encourage critical thinking and imagination, enhancing cognitive development in children.

Educational Tools for Life Lessons

Educators and caregivers historically used fairy tales as instructional tools to impart practical life lessons, such as the importance of kindness, honesty, and perseverance. These stories often included consequences for negative behavior, making the lessons impactful and memorable.

Evolution and Modern Interpretations

Fairy tales have evolved significantly since their inception, adapting to changing cultural contexts and audiences. Understanding why fairy tales were created includes recognizing their dynamic nature and continuing relevance.

Adaptations and Variations

Over time, fairy tales have been adapted into various forms, including literature, theater, film, and television. These adaptations often modify

themes, characters, and endings to reflect contemporary values and sensibilities, demonstrating the flexibility of fairy tales as cultural artifacts.

Critiques and Reinterpretations

Modern scholarship has critiqued traditional fairy tales for reinforcing stereotypes and outdated social norms. In response, contemporary versions often reinterpret classic tales to promote inclusivity, gender equality, and diverse perspectives while maintaining their essential narrative appeal.

Continued Importance in Society

Despite changes, the fundamental reasons why fairy tales were created remain relevant today. They still serve as tools for education, cultural preservation, and psychological insight. Fairy tales continue to enchant audiences, proving their enduring power and significance.

- Preserve cultural traditions and collective identity
- Transmit moral and social values
- Provide entertainment and social bonding
- Facilitate emotional and cognitive development
- Adapt to reflect contemporary values and perspectives

Frequently Asked Questions

Why were fairy tales originally created?

Fairy tales were originally created to convey moral lessons, cultural values, and social norms through engaging and memorable stories.

How did fairy tales help societies in the past?

Fairy tales helped societies by preserving oral traditions, teaching children about right and wrong, and explaining natural phenomena in an accessible way.

Were fairy tales created just for children's entertainment?

No, fairy tales were not created solely for children's entertainment; they often contained complex themes and were meant for all ages to reflect societal issues and human experiences.

What role did fairy tales play in cultural preservation?

Fairy tales played a crucial role in cultural preservation by passing down customs, beliefs, and historical events through generations in a narrative form.

How have the purposes of fairy tales evolved over time?

Over time, the purposes of fairy tales have evolved from teaching moral lessons and cultural values to also providing entertainment, inspiring creativity, and exploring psychological and social themes.

Additional Resources

1. *The Origins of Fairy Tales: Exploring Their Ancient Roots*

This book delves into the historical beginnings of fairy tales, tracing their origins back to oral traditions and early civilizations. It examines how these stories were used to convey cultural values, moral lessons, and communal beliefs. Readers gain insight into the ways fairy tales evolved through generations before being written down.

2. *Why Fairy Tales Matter: The Purpose Behind the Stories*

Focusing on the psychological and social functions of fairy tales, this book explores why these narratives have endured for centuries. It discusses how fairy tales serve as tools for teaching children about right and wrong, coping with fears, and understanding the world. The author also considers the therapeutic value of these stories in modern times.

3. *From Myths to Magic: The Creation of Fairy Tales*

This work investigates the transformation of ancient myths and legends into the fairy tales we know today. It highlights the cultural exchanges and adaptations that shaped these stories across different societies. The book also addresses the role of storytellers in preserving and modifying tales to fit their audiences.

4. *The Psychological Roots of Fairy Tales*

Drawing on the theories of famous psychologists, this book analyzes the deep-seated reasons behind the creation of fairy tales. It suggests that these stories reflect universal human experiences and unconscious desires. The text

offers interpretations of common fairy tale motifs and their significance in human development.

5. *Fairy Tales as Moral Instruction: A Historical Perspective*

This book explores how fairy tales were used historically as a means of teaching ethics and social norms. It provides examples of tales that were specifically crafted to instill virtues such as honesty, bravery, and kindness. The author discusses the educational role of fairy tales in different cultures.

6. *The Social Function of Fairy Tales*

Examining fairy tales through a sociological lens, this book discusses their role in reinforcing community values and social cohesion. It explains how fairy tales often address issues like justice, power, and family dynamics. The book also considers how these stories helped societies to navigate change and uncertainty.

7. *Once Upon a Time: The Cultural Significance of Fairy Tales*

This book looks at the cultural importance of fairy tales and how they reflect the beliefs and traditions of the societies that created them. It analyzes the symbolism and recurring themes found in fairy tales from around the world. The author emphasizes the ways fairy tales preserve cultural identity.

8. *The Evolution of Fairy Tales: Why They Were Created and How They Changed*

Focusing on the development and adaptation of fairy tales over time, this book explores the reasons behind their creation and continued transformation. It discusses the influence of historical events, technological advances, and changing social attitudes on the stories. Readers learn about the dynamic nature of fairy tales as living cultural artifacts.

9. *Fairy Tales and Human Nature: Understanding the Need for Storytelling*

This book investigates the fundamental human need to create and share stories, with a focus on fairy tales. It argues that fairy tales fulfill psychological and emotional needs by providing meaning, hope, and a framework for understanding life's challenges. The author combines insights from anthropology, psychology, and literature to explain why fairy tales were created.

Why Were Fairy Tales Created

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Outstanding Academic Title Where did Cinderella come from? Puss in Boots? Rapunzel? The origins of fairy tales are looked at in a new way in these highly engaging pages. Conventional wisdom holds that fairy tales originated in the oral traditions of peasants and were recorded for posterity by the Brothers Grimm during the nineteenth century. Ruth B. Bottigheimer overturns this view in a lively account of the origins of these well-loved stories. Charles Perrault created Cinderella and her fairy godmother, but no countrywoman whispered this tale into Perrault's ear. Instead, his Cinderella appeared only after he had edited it from the book of often amoral tales published by Giambattista Basile in Naples. Distinguishing fairy tales from folktales and showing the influence of the medieval romance on them, Bottigheimer documents how fairy tales originated as urban writing for urban readers and listeners. Working backward from the Grimms to the earliest known sixteenth-century fairy tales of the Italian Renaissance, Bottigheimer argues for a book-based history of fairy tales. The first new approach to fairy tale history in decades, this book answers questions about where fairy tales came from and how they spread, illuminating a narrative process long veiled by surmise and assumption.

why were fairy tales created: *Why Fairy Tales Stick* Jack Zipes, 2013-09-13 In his latest book, fairy tales expert Jack Zipes explores the question of why some fairy tales work and others don't, why the fairy tale is uniquely capable of getting under the skin of culture and staying there. Why, in other words, fairy tales stick. Long an advocate of the fairy tale as a serious genre with wide social and cultural ramifications, Jack Zipes here makes his strongest case for the idea of the fairy tale not just as a collection of stories for children but a profoundly important genre. *Why Fairy Tales Stick* contains two chapters on the history and theory of the genre, followed by case studies of famous tales (including Cinderella, Snow White, and Bluebeard), followed by a summary chapter on the problematic nature of traditional storytelling in the twenty-first century.

why were fairy tales created: *Fairy Tales in Contemporary American Culture* Kate Christine Moore Koppy, 2021-02-22 In the twenty-first century, American culture is experiencing a profound shift toward pluralism and secularization. In *Fairy Tales in Contemporary American Culture: How We Hate to Love Them*, Kate Koppy argues that the increasing popularity and presence of fairy tales within American culture is both indicative of and contributing to this shift. By analyzing contemporary fairy tale texts as both new versions in a particular tale type and as wholly new fairy-tale pastiches, Koppy shows that fairy tales have become a key part of American secular scripture, a corpus of shared stories that work to maintain a sense of community among diverse audiences in the United States, as much as biblical scripture and associated texts used to.

why were fairy tales created: *A Fairy Tale Created Original Sin* Reginald E. Nixon, 2006 Christians are taught to believe that creation and original sin in Genesis actually occurred. They must believe that God created a tree of the knowledge of good and evil, a talking serpent capable of beguiling Eve, and magic fruit that made Adam and Eve aware that they are naked. And, as if by magic, this became original sin and we are all guilty. God cannot forgive until he receives a human sacrifice. This book supplies the evidence to confirm that an ancient fairy tale created original sin. The book questions claims made by organized religions, the existence of the soul and the benefit of prayer. The book asks and investigates: If original sin is a fairy tale what other claims made by organized religion may be in doubt? This book rejects fairy tales but not the existence of God.

why were fairy tales created: *The Fairy's Tale* F. D. Lee, Whoever said fairy tales were easy has never been a wannabe fairy godmother. The truth is, making dreams come true can be a total nightmare. Bea is a lowly cabbage fairy, but she dreams of being an official Fairy Godmother. So when she is finally given a chance to prove her worth, Bea is determined to make a success of it. Besides, how hard can a Happy Ever After story be? Every girl wants to be rescued by a handsome man, don't they? Apparently not. Bea's heroine doesn't want to be in her story, and her hero is much more interested in the ugly sister. The same ugly sister who is trying to overthrow the Kingdom. Suddenly, Bea must confront the fact that her characters are as real as she is - and just like her, they are determined to go their own way. The problem is, if she fails to finish the story, Bea faces a fate much worse than being put to sleep for a hundred years. Now Bea must figure out what Happy Ever

After really means - and whose Happy Ever After she's prepared to fight for... Download The Fairy's Tale and start your adventure today! "I never thought I would say this but thank you F. D. Lee for the lack of sleep!" The Fairy's Tale is the first novel in The Pathways Tree series. With surprising plot twists and compelling characters, The Fairy's Tale is a whirlwind adventure into the sinister world behind classic folk tales and myths. If you love fractured fairy tales and a story you can talk about after you've finished reading, then The Fairy's Tale is for you! The Fairy's Tale has been featured in The Independent and was rated Outstanding in the 24th Annual Writer's Digest Self-Published Book Awards (2016) for Plot and Story Appeal; Structure, Organization and Planning; Character Appeal and Development; Voice and Writing Style, and Spelling, Punctuation and Grammar. Please note this book is written in British English.

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why were fairy tales created: Humanizing Distance Learning Paul Emerich France,

2020-11-13 In some ways, shouldn't we always be teaching from a distance? Paul France asks this not as pitch for distance learning. But because part of the reason distance learning has been so challenging, Paul asserts, is that we're replicating long-standing practices that promote dependent learning in our students. Why not use this unique moment of time to reconnect with the true purpose of teaching: to help our students become liberated learners and free thinkers? The next logical step in teachers' months-long distance learning journey, *Humanizing Distance Learning* describes how to center humanity and equity in our process of reimagining learning. Even while teaching and learning miles apart through screens, you'll discover how to Build independence within your students so they're better equipped to tackle challenges with persistence and learn how to learn Make collaboration and human connection essential components of your pedagogy, offering students the chance to socialize and learn from one another Center and unpack students' identities, helping them develop a conscious knowledge of themselves, all the while using their self-identified strengths to overcome any obstacles Plan, prepare, and implement humanized instruction while teaching for student liberation—both digitally and in person. Investigate technology integration, including the Digital Divide, as well as ways to minimize EdTech integration so that our collective sense of humanity can continue to be front and center The future, Paul writes, may be unclear, the road may be rocky, and the story may continue to be long and winding as we push forward through this global crisis. But the answer will always be simple: We must teach and learn in pursuit of a deeper sense of collective humanity—and for no other reason. This book is equal parts visionary and practical, courageous and invitational. It addresses foundational needs and wrenching challenges teachers faced during the recent time when U.S. teachers abruptly found themselves teaching remotely. . . . It is a deeply humanizing book. ~Carol Ann Tomlinson, William Clay Parrish, Jr. Professor Emeritus, University of Virginia *Humanizing Distance Learning* is a book for our times not only because it addresses how to build a culture of thinking and teach for understanding at a distance, but also because it challenges the status quo of education by offering a more liberated and humane vision. ~Ron Ritchhart, Senior Research Associate, Harvard Graduate School of Education Paul France has produced a timely and necessary book that will help educators humanize distance learning. Recognizing incredible dimensions of complexity, this book will surely help educators traverse times of uncertainty in distance learning. ~H. Richard Milner IV, Cornelius Vanderbilt Chair of Education, Vanderbilt University

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Classroom Juliana Franco Tavares/ Louise Emma Potter, 2018-03-05 In *Project-Based Learning Applied to the Language Classroom*, the authors propose a way to develop PBL in the language classrooms taking into account all of the obstacles and specifics involved in teaching a foreign language. It is about teaching English as a second or foreign language using Project-Based Learning (PBL). We approach this combination because many people seem to think about implementing PBL in their language classes and ask questions about how to do it, but feel that there aren't enough materials based on this methodology. In fact, most researchers and writers we have come across discuss the applications of PBL in the students' mother tongue to subjects such as Math, History, Literature, Social Studies, and Science. However, there are few published works about the specifics of PBL in foreign language classes. Besides, it seems obvious to us that the main difficulty in developing projects in a second or foreign language lies exactly on the fact that communication may be hindered when students do not have enough knowledge in the target language.

why were fairy tales created: Understanding Fairy Mythology Ty Hulse, Like a word stuck on the tip of your tongue that you can't quite remember, fairy tales aggravate us with deeper meanings we're almost certain we know, but can't quite recall. For just enough of the old fairy faiths survive within them to tantalize us with their forgotten mysteries; teasing us with a hidden past filled with dark guardians to the underworld, bright and beautiful fairies, and long winters nights people feared would never end. There is still a mysterious heart to fairy tales, giving us a peek into a primal world, beckoning us to recall old traditions. This book will seek to explore these old traditions, to answer questions about the hidden origins of fairy tales. "From Celtic Fairies to

Romanian Vampires," this book will take you on a journey to understand fairy tales which are likely far stranger and more beautiful than you ever imagined.

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why were fairy tales created: **The Routledge Companion to Children's Literature and Culture** Claudia Nelson, Elisabeth Wesseling, Andrea Mei-Ying Wu, 2023-11-30 Focusing on significant and cutting-edge preoccupations within children's literature scholarship, *The Routledge Companion to Children's Literature and Culture* presents a comprehensive overview of print, digital, and electronic texts for children aged zero to thirteen as forms of world literature participating in a panoply of identity formations. Offering five distinct sections, this volume: Familiarizes students and beginning scholars with key concepts and methodological resources guiding contemporary inquiry into children's literature Describes the major media formats and genres for texts expressly addressing children Considers the production, distribution, and valuing of children's books from an assortment of historical and contemporary perspectives, highlighting context as a driver of content Maps how children's texts have historically presumed and prescribed certain identities on the part of their readers, sometimes addressing readers who share some part of the author's identity, sometimes seeking to educate the reader about a presumed "other," and in recent decades increasingly foregrounding identities once lacking visibility and voice Explores the historical evolutions and trans-regional contacts and (inter)connections in the long process of the formation of global children's literature, highlighting issues such as retranslation, transnationalism, transculturality, and new digital formats for considering cultural crossings and renegotiations in the production of children's literature Methodically presented and contextualized, this volume is an engaging introduction to this expanding and multifaceted field.

why were fairy tales created: *Catholic School Journal* , 1915

why were fairy tales created: *Fairy Tales Framed* Ruth B. Bottigheimer, 2012-02-23 2012 CHOICE Outstanding Academic Title Most early fairy tale authors had a lot to say about what they wrote. Charles Perrault explained his sources and recounted friends' reactions. His niece Marie-Jeanne Lhéritier and her friend Marie-Catherine d'Aulnoy used dedications and commentaries to situate their tales socially and culturally, while the raffish Henriette Julie de Murat accused them all of taking their plots from the Italian writer Giovan Francesco Straparola and admitted to borrowing from the Italians herself. These reflections shed a bright light on both the tales and on their composition, but in every case, they were removed soon after their first publication. Remaining largely unknown, their absence created empty space that later readers filled with their own views about the conditions of production and reception of the tales. What their authors had to say about *Puss in Boots*, *Cinderella*, *Sleeping Beauty*, and *Rapunzel*, among many other fairy tales, is collected here for the first time, newly translated and accompanied by rich annotations. Also included are revealing commentaries from the authors' literary contemporaries. As a whole, these forewords, afterwords, and critical words directly address issues that inform the contemporary study of European fairy tales, including traditional folkloristic concerns about fairy tale origins and performance, as well as questions of literary aesthetics and historical context.

why were fairy tales created: The FIRELIGHT FAIRY BOOK - 13 Fairy Tales from Fairy Goldenwand Anon E. Mouse, 2018-02-28 In about the year 1900, in a pleasant old town by the sea, lived a lad who was very, very fond of fairy tales. When he had read all the fairy-books which his parents and his uncles and his cousins and his sisters and his aunts had been kind enough to give him, he turned to the town library and read every single fairy tale he could find mentioned in the catalogue. But there was an end even to this treasure; and, finally, a day came when the fairy-tale lover could find no new tales to read. Every Christmas he would peek at the new books in the bookshops, only to find the same old stories printed, with new pictures, meant to please grown-ups. What could be the matter? Had the fairies all gone away, or locked the doors of Fairyland? Where, where, where were the new stories, and why, why, why didn't people write them? Some years passed. One pleasant summer day, as the fairy-tale lover sat reading a book beneath the low spreading branches of an oak tree, he heard a hum of wings, and looking up startled from his book, he discovered the Fairy Goldenwand standing close by. Are you still seeking new fairy tales? asked the Fairy Goldenwand. Yes, said the reader. Will you write them down if I tell you some really new ones? said the Fairy. Oh yes, indeed, said the reader. And I'll put them into a book; and next Saturday Mr. Day, the artist, will come down; we shall have tea here under the oak tree,--do you like hot buttered toast?--and you must tell him all about the fashions in Fairyland. Oh, that will be fine! said the Fairy Goldenwand. I knew you wouldn't mind my appearing so suddenly. Ever so many things have happened in Fairyland since the last books were written, and we all think it's a dreadful shame that children haven't heard about them. Just imagine boys and girls not knowing about the adventures of the Prince in Lantern Land! Shall I tell you the story? And that's the way the author heard about the Shepherd of Clouds, Florian, Marianna, Giles, Bobo, and all the other new friends. That you may long enjoy their adventures is the wish of. In addition, the 13 illustrations by Maurice E. Day bring an added depth to the stories and to the reader. So, now you know how the stories in this book came to be. The stories that Fairy Goldenwand gave the Fairy Tale Lover are: The Queen Of Lantern Land The Adventures Of Florian The Seller Of Dreams The Treasure Castle Prince Sneeze Marianna The Lost Half-Hour The Enchanted Elm The Bird-Boy The Master Mariner The Marvelous Dog And The Wonderful Cat The Shepherd Of Clouds The City Under The Sea
===== TAGS: Folklore, fairy tales, myths, legends, children's stories, bedtime, childrens, fables, firelight, camp fire, fireplace, queen, lantern land, adventures, Florian, seller, dreams, treasure, castle, prince sneeze, Marianna, lost, half-hour, enchanted elm, bird-boy, master mariner, marvellous, dog, wonderful cat, shepherd, clouds, city under the sea, Prince, princess, king, queen, journey, caverns, Over hill, over dale, follow, magic ball, dream cost, Peter, golden florin, three rogues, locked, flying room, chest of secrets, black stone, world, yellow bird, dragon's mouth, widest, maiden, watch woodcutter, wood, birthday, gray bird, Splash, fell, sea, lessons, Giles, task, open the door, cloud-bowl, three days, Merchant, pursue, ship, fiery sails

why were fairy tales created: *Once Upon a Time in the Twenty-First Century* Robin Behn, 2020-12-01 Fun and innovative exercises and prompts for creative writing students *Once Upon a Time in the Twenty-First Century: Unexpected Exercises in Creative Writing* is a unique creative writing text that will appeal to a wide range of readers and writers—from grade nine through college and beyond. Successful creative writers from numerous genres constructed these exercises, including poetry, fiction, and creative nonfiction to one-act plays, song lyrics, genre fiction, travel guides, comics and beyond. The exercises use a broad range of creative approaches, aesthetics, and voices, all with an emphasis on demystifying the writing process and having fun. Editor Robin Behn has divided the book into three writing sections: Genres and Forms, Sources and Methods, and Style and Subject. In each section, Behn offers a brief introduction which explains how to get started and specific ways to develop one's writing. Each introduction is followed by extensive exercises that draw on literature from classic to contemporary, as well as other art forms and popular culture. Examples range from Flannery O'Connor and Langston Hughes to Allen Ginsberg and Gertrude Stein, from Jamaica Kincaid and James Joyce to Arlo Guthrie and Harryette Mullen. Integrated within the exercises are apt examples of student writings that have emerged from actual use of the

exercises in both the classroom and in writing groups. The book concludes with general advice and direction on how to get published. Based on years of hands-on experiences in the teaching of creative writing in high schools, colleges, and after-school writing clubs, this volume of exercises offers inestimable value to students and teachers in the traditional classroom, as well as a growing number of homeschoolers, those who are part of a writing club or group, and independent writers and learners of all ages.

why were fairy tales created: *Paper Bag Princess - Literature Kit Gr. 1-2* Marie-Helen Goyetche, 2007-05-01 Don't judge a Prince by his clothing in this fairy tale. Students become engaged in the novel by discussing the reactions of its characters. Identify the vowel sounds from vocabulary words found in the story. Correct a set of sentences with their missing capital letters. Identify statements from the book as true or false. Students put themselves in Elizabeth's shoes and decide what they would have done to outwit the dragon. As a newspaper reporter, think of five questions to ask Princess Elizabeth and Prince Ronald about their ordeal with the dragon. Come up with things to change about the story, things not to change, and things to add with a Story Makeover graphic organizer. Aligned to your State Standards and written to Bloom's Taxonomy, additional crossword, word search, comprehension quiz and answer key are also included. About the Novel: This is the story of Princess Elizabeth, who is in love with Prince Ronald. They plan to soon marry. One day, a terrible dragon smashes Elizabeth's castle, burns her clothes and disappears with her Prince Ronald. Everything is burnt, so she wears a paper bag and sets off to go get him. She outwits the dragon by challenging him. Exhausted by all the activity, the dragon falls fast asleep. Elizabeth steps over the dragon, goes into the cave and rescues Prince Ronald. Astonished by his reaction, she tells him his clothes are pretty and his hair is tidy, but in fact he's a bum. They don't get married after all.

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