

New York Times bestselling author of RUMP  
**LIESL SHURTLIFF**



THE (FAIRLY) TRUE TALE OF  
**SNOW WHITE**  
*and the* **SEVEN DWARVES**

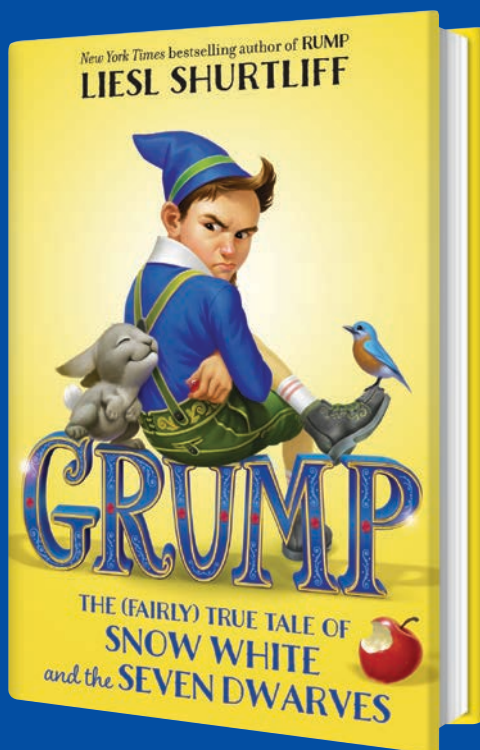


## EDUCATORS' GUIDE

## About the Book

Ever since he was a dwarfling, Borlen (nicknamed Grump) has dreamed of visiting The Surface, so when opportunity knocks, he leaves his cavern home behind. At first, life aboveground is a dream come true. Queen Elfrieda Veronika Ingrid Lenore (E.V.I.L.) is the best friend Grump always wanted, feeding him all the rubies he can eat and allowing him to rule at her side in exchange for magic and information. But as time goes on, Grump starts to suspect that Queen E.V.I.L. may not be as nice as she seems. . . .

When the queen commands him to carry out a horrible task against her stepdaughter Snow White, Grump is in over his head. He's bound by magic to help the queen, but also to protect Snow White. As if that wasn't stressful enough, the queen keeps bugging him for updates through her magic mirror! He'll have to dig deep to find a way out of this pickle, and that's enough to make any dwarf Grumpy indeed.



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## About the Author

**LIESL SHURTLIFF** grew up in Salt Lake City, Utah, and just as Snow White had seven dwarves, Liesl had seven siblings to keep her company! Before she became a writer, Liesl graduated from Brigham Young University with a degree in music, dance, and theater. Her first three books, *Rump*, *Jack*, and *Red*, are all *New York Times* bestsellers. And *Rump* was named to over two dozen state award lists and won an ILA Children's Book Award. She lives in Chicago with her family, where she continues to spin fairy tales. Visit her at [LieslShurtliff.com](http://LieslShurtliff.com), or follow her at [@LieslShurtliff](https://twitter.com/LieslShurtliff).

Photo courtesy of the author



# Activities

## Make a Change

*Grump* has many similarities to the Grimm brothers' fairy tale "Snow White," but it is the differences that make this book unique. Read the original "Snow White" aloud to the class. Then draw a large chart with two columns, labeled "Similar" and "Different." As a group, identify parts of the story that are similar to *Grump* and parts that are different. Ask students to choose one of the elements from the Similar side of the chart and change that part of the story. For example, if the two stories are similar because the queen disguises herself as an old hag and gives Snow White a poison apple, change the story so that the queen presents an orange in a different way. How many different versions of *Grump* can your class create?

● Correlates to Common Core Anchor Standard CCRA.R.9

## Ruby Symbolism

In *Grump*, the ruby represents many things, including greed, satisfaction, bribery, and connection to others. Discuss the concept of symbolism—use of an image or object to represent something else—and the role the ruby played in the book. Provide examples of symbols, such as a peace sign, a heart, or a traffic light. Create a slideshow with one word, such as *kindness*, *anger*, *knowledge*, *strength*, or *loneliness*, on each slide. Then divide the class into small groups and give each group materials to draw with. Show the slides and give groups time to create a symbol for that word. When time is up, have each group hold up their symbol and explain it to the class. Give one point to the groups that create a unique image and can provide a well-reasoned explanation for their choice.

● Correlates to Common Core Anchor Standard CCRA.SL.2

## Beard Magic

Borlen's beard is grabbed by both the queen and Snow White. Therefore, he is bound to abide by both of their commands. This often means he (and his beard) are pulled in different directions. Begin a discussion about what it means to be pulled in two directions. For example, sometimes we find ourselves in situations where there is something we *want* to do and something we *should* do. Take a photo of each student and print it on 8"x11" paper. Ask students to draw a beard that is split in two directions on the photo. Students should write about a situation that has pulled them in two directions. On the back of the page, they should write about the choice they made. Have students present their beard situations and ask the class to guess which option they chose. They can reveal their answer on the back after all the guesses have been made!

● Correlates to Common Core Anchor Standard CCRA.W.3

## Character Scrapbook

Imagine that the main characters in *Grump* kept scrapbooks of their adventures. What would they look like? Ask students to choose one main character from the book and create a scrapbook as if it were put together by that character. The scrapbook should include the following elements:

- A cover with the character's name and image
- A journal entry written from the character's point of view that gives a summary of the story
- Drawn or cut-out pictures that illustrate people, places, and things that are important to the character
- A piece of correspondence the character received from another character that details part of the story
- Souvenirs or mementos that the character would have collected

When complete, have students share their scrapbooks and compare the ones that focus on the same character.

● Correlates to Common Core Anchor Standard CCRA.W.4



# Activities

## Book Detectives

Book detectives are on the case! Divide students into groups of five and have them stay in those groups throughout the study of this book. After each chapter, students should choose and complete one of the tasks below:

- *Reporter*—Write a summary of the chapter you read.
- *Fortune Teller*—Make a prediction for the next chapter.
- *Word Wizard*—Find three words that you don't know. Guess their meanings by looking at the sentences around them. Then look up each word, write down its actual definition, and use it in a sentence.
- *Illustrator*—Draw a picture of a scene that stood out in your mind. Caption the drawing.
- *Interrogator*—Write down three questions about what you read.

At the end of each chapter, have groups gather to share their work. Ask them to rotate through these tasks so that they can try them all.

🕒 Correlates to Common Core Anchor Standard CCRA.W.9

## Setting Map

Borlen travels to many different places on his journey, from the caverns to The Surface and from the castle to the cottage in the woods. Have students create a map of his travels, using footprints to mark his path in sequence. Illustrations should be used to indicate the places he went; labels and a map key should also be included. For an extra challenge, students can create a supplementary map of a specific setting from the book, like the cottage in the woods, the dwarf tunnels and caverns, or the queen's castle.

🕒 Correlates to Common Core Anchor Standard CCRA.W.4

## Gemstone Traits

Crystals and gems are very important in the dwarf world. They impart various traits to those who consume them, use them, and are named for them. Present students with a list of gems from the book and ask them to research their characteristics—color, shape, clarity, and strength. Then have them choose a gem that they think represents the personality of a friend or family member and explain their reasoning in writing. Invite those friends or family members to the class and have students read their descriptions aloud and present the gem to that person in an award ceremony.

🕒 Correlates to Common Core Anchor Standard CCRA.W.6

## Mirror, Mirror

Ask students to bring a small mirror to class. Then dim the lights, put on calming music, and have them sit in a comfortable spot. Guide students in an exercise of self-reflection. Ask them to look at themselves in the mirror and examine what they see—physically and emotionally. Have them draw a self-portrait of their physical features and write a paragraph about how they feel at that moment. Encourage them to be honest with themselves. Do they see themselves accurately? Do they think others see them the same way they see themselves?

🕒 Correlates to Common Core Anchor Standard CCRA.W.2





# Discussion Questions

## The Odd Dwarfling

Borlen has always felt different and has a hard time fitting in with the other dwarves. This oddness leads him to The Surface and ultimately changes the course of his life. What makes him “odd” in the dwarf world? How do his parents deal with the fact that he doesn’t fit in? At what point does his oddness become an advantage? Ask students to share one thing that makes them unusual and how it can be an advantage.

🔗 Correlates to Common Core Anchor Standard CCRA.SL.1

## Unlikely Friendships

The friendships that develop between Borlen and the queen and Borlen and Snow White are unlikely but grow because of the characters’ similar experiences. At times, they all feel lonely, unwanted, and mistreated. Discuss the experiences of each character and how they shape their behavior. Then examine how these experiences bring them together as friends. Are their similarities enough to sustain a friendship?

🔗 Correlates to Common Core Anchor Standard CCRA.R.3

## Life as a Mirror

“Life is one big mirror. That which we put out into the world will always come back to us.” (p. 34) Discuss this statement as it relates to the characters in the book. How do the actions of each character affect the way others view them? Then ask students to consider this statement in relation to current events. What could we do differently that would have a meaningful impact on the world?

🔗 Correlates to Common Core Anchor Standard CCRA.R.5

## Fair and Fair

The confusion over the word *fairest* causes a turn of events that changes the fate of the queen and Borlen. Discuss the two different meanings of this word. When did you realize that Borlen and the queen were not on the same page? What was the final clue that made Borlen realize that they were using different definitions of the word? Ask students to give another example of a word that, when misinterpreted, can cause serious harm or strife.

🔗 Correlates to Common Core Anchor Standard CCRA.R.4

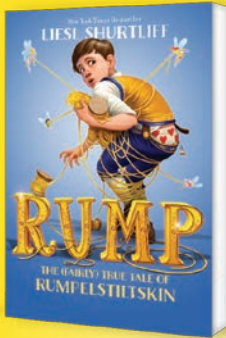
## Those Evil Humans

Dwarves have always been taught that humans are evil. Now that the seven dwarves have spent time with humans, do you think they still agree? Divide the class in half and ask one group to share specific examples from the story that prove humans are evil. Ask the other group to share specific examples from the story that prove humans are not as evil as originally thought. Which group presents a stronger argument?

🔗 Correlates to Common Core Anchor Standard CCRA.R.8



# Read all the fairly true fairy tales from *New York Times* bestselling author Liesl Shurtliff



TR: 978-0-307-97796-0

## Praise for *Rump*

- ★ “As good as gold.” —*Kirkus Reviews*, Starred Review
- ★ “A beguiling take on a classic tale. . . . This captivating fantasy has action, emotional depth, and lots of humor.” —*School Library Journal*, Starred Review



TR: 978-0-385-75586-3

## Praise for *Red*

- ★ “Moving and filled with hope. . . . *Red* retells the story of the strong-minded girl in the red riding hood as a quest for friendship and self-knowledge.” —*Shelf Awareness*, Starred Review

“*Red* takes readers on a wild roam through story land, with plenty of magic and danger around every corner. . . . This is pure fun for fans of classic stories cleverly retold.” —*School Library Journal*



TR: 978-0-385-75582-5

## Praise for *Jack*

“Shurtliff’s second fairy-tale endeavor, following *Rump* (2013), soars into the sky and is a delightful story of family, perseverance, and courage.” —*Booklist*

“With a healthy dose of honor and integrity to accompany his wisecracking ways, Jack is a winning hero, and his adventures—both unexpected and recognizable—will please those readers with rollicking spirits or a yen for tales retold.” —*The Bulletin*

This guide was prepared by Jamie Simon, an educational consultant in the Washington, D.C., area, who has been involved in education for over fifteen years as both a teacher and an administrator.

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