



The Many Faces of Cinderella

Cinderella is one character and one tale told worldwide in many cultures, in many versions through text, visuals, and sometimes with music and song. While characters and setting may change, the Cinderella story plot of how dreams can come true is recognizable as in the African tale, Mufaro's Beautiful Daughters, the Chinese tale, Yeh-Shen, and the Old English tale, Tattercoats, among others.

National Standard > Language Arts

NL-ENG.K-12.2 Understanding the Human Experience (Grades K-3)

- Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

NL-ENG.K-12.3 Evaluation Strategies (Grades K-3)

- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text.
- Draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

NL-ENG.K-12.5 Communication Strategies (Grades K-3)

- Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NL-ENG.K-12.6 Applying Knowledge (Grades K-3)

- Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique and discuss print and nonprint texts.

Kentucky: Language Arts

1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

Reading (1.2) (Grades K-3)

1.2 Students make sense of the variety of materials they read.

RD-E-1.0.8 Describe characters, plot, setting, and problem/solution of a passage.

Reflective Writing (1.11) (Grades K-3)

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

WR-E-1.1

- strategies used during the development of pieces
- selection of portfolio pieces
- application of writing process (prewriting, drafting, revising, editing, publishing)

Ohio: Language Arts>Reading Applications> Literary Text Standard

- Enhance understanding of the human story by reading texts that represent a variety of authors, cultures and eras.
- Apply the reading process to the various genres of literature.
- Demonstrate comprehension by describing and discussing the elements of literature.
- Explain, analyze and critique literary text to achieve deep understanding

Benchmark(s) Grades K-3

- A. Compare and contrast plot across literary works.
- B. Use supporting details to identify and describe main ideas, characters, and setting.
- E. Identify the theme of literary text.

Ohio: Language Art> Writing Processes Standard

- Engage in the major phases of the writing process—prewriting, drafting, revising, editing and publishing.
- Plan writing for different purposes and audiences.
- Apply writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices.

Benchmark(s) Grades K-2

A, B, C, D, E, F, and G (see all: writing and editing processes)

Benchmark(s) Grade 3

A, B, C, D, E, F, G, H and I (see all: writing and editing processes)

Ohio: Language Arts> Writing Applications Standard

- Understand various types of writing require different language, formatting and special vocabulary.
- Learn about the various purposes of writing.
- Use a small range of familiar forms.
- Select text forms to suit purpose and audience.
- Use content-specific vocabulary to achieve communication goals.

Benchmark(s) Grades K-2

B. Write responses to literature that demonstrate an understanding of a literary work.

Benchmark(s) Grade 3

B. Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.

Grades K-1

Objective

Students will:

- Compare the Children’s Theatre production of Cinderella with two alternative versions of the story for the study of story elements.

Assessment

Students will be able to

- Identify changes and similarities in the story elements of the play and alternative versions of Cinderella with emphasis on plot and important events.

Sample items to gauge student understanding:

1. What are three important objects in the Cinderella story?
 - a. _____
 - b. _____
 - c. _____ (e.g., wand, pumpkin, shoe)
2. The story of Cinderella was a made up or fictional story. True or False? (true)
3. Explain Cinderella's problem and how it was solved. (Problem: desire to go the ball. Solution: aid of the fairy godmother)

Vocabulary

- Character
- Plot
- Setting

Material

- Handout: *Three Tales of a Tale* (1 per student)
- Adelita (book) by Tomie dePaola
- Cinderella, the Dog and Her Slipper (book) by Diane Goode

Guiding Question Prompts

- How does a series of events help to tell a story?
- What important things happen in Cinderella and why?
- What happens when the characters, setting or events change? Does the story change or stay the same?

Activity 1

Break a Leg!

Teacher will:

1. Have students reenact the dramatization of the play, Cinderella.
2. Facilitate discussion of the play's story elements -- characters, setting and plot.
3. Have students visually illustrate one important event from the play and its story's plot in the first box of the *Three Tales of a Tale* activity handout.

Students will:

1. Participate in the class dramatization of the play, Cinderella.
2. Recognize story elements and plot embedded within the play.
3. Visually illustrate one event from the plot of Cinderella on the *Three Tales of a Tale* activity handout.

Activity 2

This Story Has Gone to the Dogs

Teacher will:

1. Ask students how story events and plot may change if the character of Cinderella was a dog.
2. Ask students to share their prior knowledge of dogs – their behaviors and needs.
3. Read aloud the story version of Cinderella, Cinderella, the Dog and Her Slipper encouraging the students to think about and identify the similarities and differences of the Children’s Theatre production of Cinderella and the book, Cinderella, the Dog and Her Slipper.
4. Have students reflect upon how the change in character required change in events or the story plot. Also have students reflect upon their prior knowledge of dogs and if known details and facts were included in the story events and why.
5. Have students identify an important event from the story plot of Cinderella, the Dog and Her Slipper that is similar to the event of the play illustrated in their first box of the *Three Tales of a Tale* activity handout.
6. Have students visually illustrate the event in the second box on the *Three Tales of a Tale* activity handout.

Students will:

1. Listen to the book read aloud, Cinderella, the Dog and Her Slipper.
2. Identify the events of the story that were changed, and tell why.
3. Identify the similarities and differences of the theatrical production and the book.
4. Visually illustrate one event from the plot of Cinderella, the Dog and Her Slippers on the *Three Tales of a Tales* activity handout.

Activity 3

Ola!

Teacher will:

1. Ask students how story events may change if the character, Cinderella, was from the country of Mexico.
2. Introduce students to the location of Mexico on a map.
3. Ask students to share their prior knowledge of Mexico -- the country and its people.
4. Read aloud the book and story version of Cinderella, Adelita by Tomie dePaola.
5. Reread Adelita by Tomie dePaola and have students identify the similarities and differences of the Children’s Theatre production of Cinderella and the book, Adelita.
6. Have students reflect upon how the change in setting and culture required change in events or the story plot. Also have students reflect upon their prior knowledge of Mexico and if known details and facts were included in the story, and why.

7. Have students identify an important event from the story plot of Adelita that is similar to the event of the play illustrated in their first box of the *Three Tales of a Tale* activity handout.
8. Have students visually illustrate the event in the third box on the *Three Tales of a Tale* activity handout.
9. Students visually illustrate what all three story versions of Cinderella had in common in the summary box on the *Three Tales of a Tale* activity handout.
10. Have students discuss why the story of Cinderella is a story liked by so many other countries, cultures, and told in so many ways.

Students will:

1. Listen to the book read aloud, Adelita by Tomie dePaola.
2. Identify the events of the story that were influences of Mexican culture.
3. Identify the similarities and differences of the theatrical production and the book.
4. Visually illustrate one event from the plot Adelita on the *Three Tales of a Tale* activity handout.
5. Visually illustrate one commonality between all three story versions of Cinderella on the *Three Tales of a Tale* activity handout.

Writing

Introductory

- Students will write a brief description for each illustrated event of the multiple versions of Cinderella, under the appropriate illustration for the *Three Tales of a Tale* activity handout.

Intermediate

- Students will complete the above writing task and explain in a summary statement what the three story events have in common to one another.

Advanced

- Students will generate an alternative idea for a story plot and new version of the Cinderella based on the commonalities of the three previous illustrated events.

Grades 2-3

Objective

Student will:

- Listen to the book, Adelita by Tomie dePaola, read aloud.
- Compare and contrast the Children's Theatre production of Cinderella with the book, Adelita by Tomie de Paola, recognizing the influence of the Mexican culture on changes of the story elements, especially the story plot.

Assessment

Student will be able to:

- Compare and contrast story elements found in two versions of the Cinderella story using a “Y chart” graphic organizer.

Sample items to gauge student understanding:

1. What are three important objects in the Cinderella story?
 - a. _____
 - b. _____
 - c. _____ (e.g., wand, pumpkin, shoe)
2. The story of Cinderella was a made up or fictional story. True or False? (*true*)
3. Explain Cinderella’s problem and how it was solved. (*Problem: desire to go the ball. Solution: aid of the fairy godmother*)

Vocabulary

- Setting
- Character
- Plot

Materials

- Adelita (book) by Tomie de Paola
- 2 overhead transparencies of the Y-Chart graphic organizers (see handout)
- Handout: Y-Chart (1 per student)
- Book selection of other versions of the story, Cinderella

Activity 1

Examine the Parts

Teacher will:

1. Introduce the “Y-chart” graphic organizer as a way to organize one’s thinking and record important information.
2. Assist students with the identification of literary elements (characters, setting and plot) for entry on the Y-chart.
3. Complete the Y-chart with student participation during the discussion of the play, Cinderella, filling in each section with the appropriate information.

Students will:

1. Attend the Children’s Theatre production of Cinderella.
2. Discuss the play’s various literary/story elements.
3. Record details of the play’s elements on the graphic organizer.

Activity 2

Organizing for Storytelling

Teacher will:

1. Tell the students that many popular stories are altered by changes in one or more elements of the story, including the series of events.
2. Read aloud the book, Adelita by Tomie dePaola.

3. Assist students with the identification of literary elements--characters, setting and plot--for entry on the Y-chart.
4. Complete the Y-chart with student participation during the discussion of the book, filling in each section with the appropriate information.
5. Reread the book, Adelita by Tomie dePaola to draw attention to the influences of Mexican culture embedded in Adelita, (e.g., language, dress, customs, etc).
6. Have student reference both Y-charts to compare and contrast the two versions of Cinderella, and reflect upon similarities and differences in characters, setting, plot and theme.
7. Have students write a summary statement regarding the compared information.

Students will:

1. Listen to the book, Adelita by Tomie dePaola. Read aloud.
2. Discuss the book's various story elements.
3. Complete and organize details of the book's story elements on the graphic organizer.
4. Discuss similarities and differences between The Children's Theatre production of Cinderella and the book, Adelita by Tomie dePaola.
5. Write a summary statement.

Writing Extensions

Introductory

- Students will refer to the completed Y-charts and describe a possible change of events due to a change of the Cinderella story's main character.

Intermediate

- Students will refer to the completed Y-charts and create an authentic version of Cinderella with the location set in Cincinnati or the local community.

Advanced

- Students will refer to the completed Y-charts and create an authentic version of Cinderella with changes in events or plot due to cultural influences of a county of their choice.

Student Self Selected Reading Suggestions for Further Plot

Comparison

- dePaola, T. (2002) Adelita, A Mexican Cinderella Story, NY: Grosset & Dunlap.
- Auch, M.J. and Auch, H. (2005) Chickerella, NY: Holiday House.
- Goode, D. (2000) Cinderella, the Dog and Her Little Glass Slipper, AZ: Blue Sky Press.
- Elland, D. (2003) Cinderlily, a Floral Fairy Tale, MA: Candleeick Press.
- Hughes, S. (2004) Ella's Big Chance, a Jazz Age Cinderella, NY: Simon & Schuster.
- Daly, J. (2000) Fair, Brown, & Trembling, an Irish Cinderella Story, NY: Farrar Straus & Gicoux.

- Thomas, J. C. (2004) Gospel Cinderella, NY: Johanna Cuther Books.
- Mitchell, M. (2002) Joe Cinders, NY: Henry Holt & Co.
- Martin, R. (1992) Rough-face Girl, NY: Putnam Publishing Group
- Brown, V. and Stanley, M. (2001) Rufferalla, NY: Scholastic.
- Hoberman, M. A. (2001) You Read to Me, I'll Read to You, Very Short Fairy Tales to Read Together, NY: Little Brown & Co.
- Child, L. (2003) Who's Afraid of the Big Bad Book, NY: Hyperion Books for Children.
- Louie, A. (1982) Yeh-Shen, NY: Philomel Books.
- Steptoe, J. (1987) Mufaro's Beautiful Daughters, An African Tale, NY: Lothrop, Lee & Shepard Books.
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- Steel, F. A. (1990) Tattercoats, :Clarkson N. Potter.



Student Handout

Cinderella K-1: Three Tales of a Tale

Cinderella	Cinderella, the Dog and Her Slipper	Adelita
Summary of Three Tales		



Student Handout

Cinderella 2-3: "Y Chart"

Name _____

Compare Cinderella and Adelita using the Y chart graphic organizer. Identify as many similarities and differences as possible.

Tell how Cinderella was different.

Tell how Adelita was different.

Character

Setting

Plot

Character

Setting

Plot

Tell how Cinderella and Adelita are similar.