



Beyond the Glass Slipper: Cinderella Stories From Around the World



Denver Public Schools

In partnership with Metropolitan State College of Denver

THE ALMA PROJECT
A Cultural Curriculum Infusion Model



THE ALMA PROJECT
A Cultural Curriculum Infusion Model

Beyond the Glass Slipper:
Cinderella Stories From Around the World

By Katy Hoops

Grades: 2–3

Implementation Time: 4 weeks

Published 2002

Denver Public Schools, Denver, Colorado

The Alma Curriculum and Teacher Training Project

Loyola A. Martinez, Project Director

Beyond the Glass Slipper: Cinderella Stories From Around the World

Unit Concepts

- The Components of a Fairytale
- Commonalties Among Cultures
- Geography

Standards Addresses by This Unit

Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological resources. (RW5)

Students read and recognize literature as a record of human experience. (RW6)

History

Students understand that societies are diverse and have changed over time. (H3)

Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Visual Arts

Students recognize and use the visual arts as a form of creativity and communication. (VA1)

Students know and apply visual arts to various historical and cultural traditions. (VA4)

Introduction

It is speculated that Cinderella stories have been circulating for thousands of years. Nearly 2000 years ago, a Greek writer told the story of Rhodopis, an Egyptian woman who lost a beautiful sandal. Of course the sandal finds its way into the hands of an Egyptian pharaoh who then searches for the unknown owner of the shoe. The first complete written version is said to have come from China. The story of Yeh-Shen dates back to 850 AD and includes the familiar details of a cruel family and a magical helper. There are estimates of up to 700 different versions of the “Cinderella” story from cultures around the world. However, perhaps the most recognizable is Charles Perrault’s version, which came from France in 1697 and was immortalized by Walt Disney in 1950.

Regardless of its origin, all versions of this story include at least some of the same traits. Common themes include a beautiful and kind heroine (or in a few cases hero), magical assistance by an unusual helper, the protagonist is often mistreated by family or those around her, love and marriage is the goal, recognition is made by some sort of shoe, and in the end the heroine’s beauty and worth is finally discovered and appreciated.

There has been a long-standing debate among folktale collectors regarding the widespread popularity of the “Cinderella” story. Some believe there was one original version, which was passed through travelers and inevitably changed by storytellers to make it more appropriate for their audience. Others believe the stories were created simultaneously and separately in various cultures around the world. One thing they all agree on is that the “Cinderella” stories come from more parts of the world than any other folktale.

This unit gives students a glimpse at a few of these stories. While enjoying the familiar story of a heroine, who overcomes hardship and cruelty to find true love, students will be exposed to new cultures. The lessons will allow students the opportunity to gain an appreciation for various ethnic communities while incorporating reading, writing, geography, and visual arts standards. Some students will see a protagonist who looks like them and who they can relate to. These stories will give ethnic pride to students who may not realize that fairytale characters do not all have blonde hair and blue eyes. The universal themes of love, kindness, and good overcoming evil found in the “Cinderella” story makes it appealing to all students regardless of their heritage.

The following is a list of the books that will be read as Read Alouds throughout the unit. Because each book does not correspond to a particular unit, vocabulary and cultural focal points are included that should be presented as part of the Read Aloud. They are listed in the order they should be read.

Implementation Guidelines

It is recommended that this unit be taught in second or third grade. This unit incorporates reading, writing, geography, and art. The stories should be shared as Read Alouds and the lessons can be completed as part of the literacy block. In some cases you may choose to share the stories as part of a guided reading lesson, however, be sure that every student is introduced to the story one way or another. Some lessons will require more than one day to complete. It is important that you continue to read stories as Read Alouds even if the lesson you are finishing is related to a book read on the previous day. Included are vocabulary lists and cultural focal points for each book. These can be presented during the Read Alouds in addition to the unit’s lessons. To complete the final projects each student will have to have heard at least ten of the stories. The final project will require the students to work in cooperative groups. It is important that the students be grouped so that more proficient readers can work with less proficient readers. Be sure to leave time in your plans for the students to share their work with the group, especially the final presentation.

Instructional Materials and Resources

The following resources (books) are needed for implementing this unit:

Cinderella by Charles Perrault, illustrated by K.V. Craft
Cendrillon by Robert D. San Souci
Eastern Woodlands Indians by Mir Tamim Ansary
Sootface by Robert San Souci
Jouanah: A Hmong Cinderella by Jewell Reinhart Coburn with Tzexa Cherta Lee
Yeh-Shen: A Cinderella Story from China by Ai-Ling Louie
The Gift of the Crocodile by Judy Sierra
The Persian Cinderella by Shirley Climo
Domitila adapted by Jewell Reinhart Coburn
The Korean Cinderella by Shirley Climo
Vasilissa the Beautiful by Elizabeth Winthrop
The Egyptian Cinderella by Shirley Climo
The Talking Eggs by Robert San Souci
The Golden Sandal: A Middle Eastern Cinderella by Rebecca Hickox
Mufaro's Beautiful Daughters: An African Tale by John Steptoe

The following are resources and materials for each lesson:

Lesson 1:

Cinderella by Charles Perrault, illustrated by K.V. Craft
Brown butcher paper
Construction paper
Marker
Chart paper

Lesson 2:

Cinderella by Charles Perrault, illustrated by K.V. Craft
Cendrillon by Robert D. San Souci
A copy of the wand web for each student during prewriting
Writing paper for students
Wand stationary for final copy
A cardboard rod for each student
Construction paper
Various decorative materials

Lesson 3:

Eastern Woodlands Indians by Mir Tamim Ansary
Sootface by Robert San Souci
Tag board cut into strips
Glue
Scissors
Coffee filters
Watercolors
Crayons
Grass clippings, leaves
Brown paper bags

Markers

Native-American symbols and their meanings

Lesson 4:

Copies of the student activity letters

Teacher sample letter

Chart paper or overhead

Lesson 5:

Copies of any of the “Cinderella” stories read up to this point:

Cinderella by Charles Perrault, Illustrated by K.V. Craft

Cendrillon by Robert San Souci

The Golden Sandal: A Middle Eastern Cinderella Story by Rebecca Hickox

Jouanah: A Hmong Cinderella by Jewell Reinhart Coburn with Tzexa Cherta Lee

Yeh-Shen: A Cinderella Story from China by Ai-Ling Louie

The Gift of the Crocodile by Judy Sierra

The Persian Cinderella by Shirley Climo

Domitila: A Cinderella Tale From the Mexican Tradition by Jewell Reinhart Coburn

The Korean Cinderella by Shirley Climo

Vasilissa the Beautiful by Elizabeth Winthrop

The Egyptian Cinderella by Shirley Climo

Sootface by Robert San Souci

The Talking Eggs by Robert San Souci

Venn diagrams—one per student

Fairytales elements checklist—one per student

Lesson 6:

Copies of any of the “Cinderella” stories read up to this point:

Cinderella by Charles Perrault, illustrated by K.V. Craft

Cendrillon by Robert San Souci

The Golden Sandal: A Middle Eastern Cinderella Story by Rebecca Hickox

Jouanah: A Hmong Cinderella by Jewell Reinhart Coburn with Tzexa Cherta Lee

Yeh-Shen: A Cinderella Story from China by Ai-Ling Louie

The Gift of the Crocodile by Judy Sierra

The Persian Cinderella by Shirley Climo

Domitila: A Cinderella Tale From the Mexican Tradition by Jewell Reinhart Coburn

The Korean Cinderella by Shirley Climo

Vasilissa the Beautiful by Elizabeth Winthrop

The Egyptian Cinderella by Shirley Climo

Sootface by Robert San Souci

The Talking Eggs by Robert San Souci

Prepared index cards or sentence strips with character names on them—at least one character for each student

Chart paper with the characters listed on it

Tape

Lesson 7:

At least one copy of each book you choose to use:

Cinderella by Charles Perrault, illustrated by K.V. Craft

Cendrillon by Robert San Souci

The Golden Sandal: A Middle Eastern Cinderella Story by Rebecca Hickox

Jouanah: A Hmong Cinderella by Jewell Reinhart Coburn with Tzexa Cherta Lee

Yeh-Shen: A Cinderella Story from China by Ai-Ling Louie

The Gift of the Crocodile by Judy Sierra

The Persian Cinderella by Shirley Climo

Domitila: A Cinderella Tale From the Mexican Tradition by Jewell Reinhart Coburn

The Korean Cinderella by Shirley Climo

Vasilissa the Beautiful by Elizabeth Winthrop

The Egyptian Cinderella by Shirley Climo

One piece of poster board for each group

Decorating materials

Glue

Scissors

One copy of the worksheet for each student

Lesson 8:

One copy of each “Cinderella” story:

Cinderella by Charles Perrault, illustrated by K.V. Craft

Cendrillon by Robert San Souci

The Golden Sandal: A Middle Eastern Cinderella Story by Rebecca Hickox

Jouanah: A Hmong Cinderella by Jewell Reinhart Coburn with Tzexa Cherta Lee

Yeh-Shen: A Cinderella Story from China by Ai-Ling Louie

The Gift of the Crocodile by Judy Sierra

The Persian Cinderella by Shirley Climo

Domitila: A Cinderella Tale From the Mexican Tradition by Jewell Reinhart Coburn

The Korean Cinderella by Shirley Climo

Vasilissa the Beautiful by Elizabeth Winthrop

The Egyptian Cinderella by Shirley Climo

Sootface by Robert San Souci

The Talking Eggs by Robert San Souci

One world map centered and glued on construction paper for each student

One copy of each book title and the country it came from for each student

One copy of the map key for each student

One copy of the map assessment for each student

Markers, crayons, or colored pencils

A wall world map

Post-It notes

Vocabulary and Cultural Focal Points

CINDERELLA BY CHARLES PERRAULT, ILLUSTRATED BY K. V. CRAFT

Vocabulary

Lavish	Extravagant, fancy
Chambers	Rooms
Cinders	Ashes
Gallant	Showy, fancy
Gilt	Golden
Coach	A closed carriage with four wheels
Coachman	A person who drives a coach or carriage
Footman	A male servant
Curtsy	Bow
Nimble	Quick, light, agile
Page	A person employed to run errands
Regalia	Magnificent attire, finery

Cultural Focal Points Within the Story

The illustrations in this book are magical. The scenery and attire are inspired by 17th- and 18th-century France. The students will be fascinated with the elaborate dresses, especially at the ball.

CENDRILLON BY ROBERT SAN SOUCI

Vocabulary

(See the glossary in the back of the book)

Mahogany	The reddish-brown wood of a mahogany tree found in the American tropics.
Dainties	Something delicious
Straw pallet	A hard bed filled with straw
Manioc flour	Flour made from a cassava plant
Hubble-bubble	Excitement
Gown	A fancy dress
Footmen	Male servants
Coachman	A person who drives a coach or carriage
Calico	Rough cloth printed with bright designs
Embroidered	Decorated with needlework
Shift	A loose-fitting dress
Chaperone	Accompany
Sherbet	A dessert similar to ice cream

Cultural Focal Points Within the Story

Martinique was probably first visited by Europeans around 1502. France purchased it in 1674. It has been an overseas department of France since 1946. There are a number of French words in the story. Point out these words to your students and share their meanings with them.

SOOTFACE RETOLD BY ROBERT SAN SOUCI

Vocabulary

- Algonquian Any of several native North American tribes found near the Great Lakes region
- Obijiwa A specific tribe associated with the Algonquians
- Wigwam A style of house associated with the Algonquians made from bent saplings covered with bark or hide
- Birch A type of tree common in the Northern Hemisphere with white bark which can be separated from the tree in sheets
- Quills A sharp spine grown on an animal's body
- Kilt A knee-length skirt worn by a man
- Rawhide The skin of an animal
- Buckskin Strong grayish-yellow leather made from deerskin
- Moccasins A soft leather slipper
- Sapling A young tree, it is usually very limber and easy to bend
- Game Wild animals hunted for food
- Bow A weapon made from a curved material
- Bowstring The string connecting the two ends of a bow

Cultural Focal Points Within The Story

For many people, when imagining a Native-American home, the first image that comes to mind is the teepee. However, many tribes that were not nomadic lived in villages and built more permanent homes called wigwams. The Ojibwa people, a band of the Algonquian tribe, characterized in *Sootface* lived near Lake Ontario in the northern United States and Canada. They built wigwams using young trees, which could be bent and tied with strips of bark or hide to form a framework. The ends were buried in the ground and the framework was covered with bundles of branches, twigs, mud, woven grass mats, or any other materials that were available to them. A hole was left in the roof near the center to allow smoke from the fire pit to escape. Often, wigwams were decorated with pictures as depicted in *Sootface*.

JOUANAH: A HMONG CINDERELLA BY JEWELL REINHART COBURN WITH TZE XACHERTALEE

Vocabulary

- Scheming To plan to deceive or trick
- Joss sticks Stick of incense meant to be burned to release a fragrant odor
- Cowhide A piece of cow skin
- Apron A piece of clothing that fastens in the back and is worn in the front of the body over other clothing
- Embroidered Decorated with colorful stitches
- Qeng A bamboo instrument
- Serenaded To play music or sing to someone

Cultural Focal Points Within the Story

With the help of her mother's spirit, Jouanah is able to attend Songkran, the traditional Thai New Year that starts on April 13 and lasts for three days. Most people spend the three days celebrating at festivals held in rural areas leaving the larger cities abandoned during that time of year. The holiday is also called

the Water Festival because it is believed that during those three days water will wash away bad luck. The clothing depicted in the illustrations of this story is of particular interest. Use the illustrations to point out the specific pieces of clothing Jouanah receives from her mother's spirit to wear to the festival.

Joss sticks of incense are also mentioned in the story. These sticks are often used as part of prayer.

THE GOLDEN SANDAL: A MIDDLE EASTERN CINDERELLA STORY BY REBECCA HICKOX

Vocabulary

- Allah The God of the Moslem religion
- Woes Worries or troubles
- Merchant A person whose job is to buy and sell goods
- Red henna stain A stain used to paint the hands and feet of many Middle Eastern women as a means of beautification
- Betrothed Engaged or promised to be married

Cultural Focal Points Within the Story

The most interesting cultural aspect of this story is the bride's henna ceremony. Henna is a small shrub whose leaves produce a reddish dye. Women of Muslim countries use henna to decorate their hands and feet. It is also interesting to note that men and women attended functions separately. The bride's henna ceremony was not a chance for young girls to meet a young man that they might marry, but rather a chance for young girls to meet the mothers of a young man they might marry.

THE GIFT OF THE CROCODILE BY JUDY SIERRA

Vocabulary

- Clove An aromatic spice that comes from trees native to Indonesia
- Nutmeg An aromatic spice that comes from trees native to Indonesia
- Lorikeet A small parrot native to Australia
- Green parrot A bright green tropical bird
- Sarong A skirt made of bright-colored cloth wrapped around the waist worn by men and women in Malaysia, Indonesia, and the Pacific Islands
- Blouse A loose-fitting shirt.
- Shabby Worn out, plain
- Thrashed To beat in a swinging motion

Cultural Focal Points Within the Story

The sarong plays an important role in the story. The women in the story are shown wearing sarongs, and the main character, Damura, receives a special sarong from her magical helper. Show students how a sarong can be worn using a large piece of brightly colored fabric or a sheet or tablecloth. Explain that women and men can wear sarongs. Because of the tropical climate of the Spice Islands, a sarong and a kebaya (a traditional blouse) are ideal clothing. They are light and loose fitting to help keep the wearer cool. You can also bring clove and nutmeg for students to taste and smell. Both of these spices are native to Indonesia.

THE TALKING EGGS BY ROBERT SAN SOUCI

Vocabulary

- Cross Angry
Chores Housework
Trail-train dresses Long fancy dresses like one would wear to a ball
Hollered..... Yelled
Bramble bushes A prickly plant or shrub
Tumbledown Falling apart
Plaited Braided
Mortar A type of bowl used to hold substances being crushed
Pestle A hand tool used for crushing substances
Contrary Disagreeable
Drag-foot Slow
Groping To reach about uncertainly

Cultural Focal Points Within the Story

This Creole version of Cinderella is full of colorful expressions typical of the southern United States. Creole refers to a language resulting from a mixture of West African and European languages. The Creole language was born during the slavery era (1640-1848). The slaves created the language as an act of defiance against their masters. Typically the people who speak Creole today are the descendants of slaves. The American south, especially Louisiana, has a strong Creole heritage. Discuss the expressions from the story with your students. Have the students use the context of the story to interpret their meaning. Encourage them to share any other expressions they are familiar with. Example of expressions are:

- “So poor it looked like the tail end of bad luck”—very shabby looking
“Grew in a wink”—grew quickly
“Didn’t know beans from birds’ eggs”—not very smart
“Chase after her like pigs after a pumpkin”—to go after eagerly

MUFARO’S BEAUTIFUL DAUGHTERS BY JOHN STEPTOE

Vocabulary

- Plot..... A piece of land
Millet A grass used in ways similar to wheat
Yams A sweet potato with an orange color
Bountiful..... Abundant, plentiful
Considerate Thoughtful, having regard for others feelings and needs
Stole away To sneak off in a hurry
Polite Having good manners
Grove A group of trees
Garments Clothing
Commotion..... Disturbance or disorder

Plumed Feathered

Piercing Loud

Chamber Room

Cultural Focal Points Within the Story

Zimbabwe is located in southern Africa. Although the official language is English, other tribal languages are also spoken. The author’s note at the beginning of the book explains that the characters’ names come from the Shona language of Zimbabwe. Mufaro means “happy man,” Manyara means “ashamed,” and Nyasha means “mercy.” After reading the story ask students why the author chose to use those names.

DOMITILA BY JEWELL REINHART COBURN

Vocabulary

(See the glossary at the back of the book for Spanish words and their meanings.)

Cistern A container for holding water

Shawl A large piece of cloth worn as a covering for the head or shoulders

Banquets A large dinner

Mansion A large house

Noble Show qualities of high moral character

Surly In a bad mood

Stammered To pause while talking, stutter

Clutched Grabbed

Wretched Awful

Arrogant Snobbish

Exquisitely Very fancy, elaborate

Embroidered Decorated with needlework

Cunning Deceitful, sneaky

Scheme A deceitful plan

Cultural Focal Points Within the Story

Each page is bordered with Spanish and Mexican proverbs. Read these proverbs to the students and allow them to share their interpretations of their meanings and relevance to the story. Have students ask their parents to help them find other proverbs from Mexican or other cultures to share with the class. If nopales are available in your area bring one in to show the students. An extension would be to make nopales from the recipe in the back of the book.

YEH-SHEN: A CINDERELLA STORY FROM CHINA BY AI-LING LOUIE

Vocabulary

Dynasty A succession of rulers from the same family

Dagger A short knife

Grief Sadness

Beauteous Beautiful

Sweetmeats A piece of candy or other sweet treat

- Azure A light purplish blue
Bedstraw Bedding on the floor made of straw
Pavilion A tent
Vigil A watch kept during normal sleeping hours

Cultural Focal Points Within the Story

This story is believed to date back to nearly 600 AD, whereas the first European version is believed have originated during the 17th century. Contrary to popular belief, the Cinderella character seems to have traveled from Asia to Europe. This version is formatted according to the Chinese way of writing, top to bottom. At the beginning of the book there is a sample of Chinese text you can share with your students. Point out how the characters look more like pictures than letters. It is also fun for your students to try to find the fish in each picture that the illustrator has cleverly incorporated into each page. The festival Yeh-Shen attends is part of the Chinese New Year celebration. Chinese New Year is often celebrated with parades of people making lots of noise to ward of evil spirits. The date changes every year because it is set according to the position of the moon.

THE KOREAN CINDERELLA BY SHIRLEY CLIMO

Vocabulary

- Blossom A flower
Matchmaker A person who finds a wife or husband for another
Omoni Korean for mother
Feeble Weak
Tokgabi Korean for goblin
Hull To separate the rice husk from the rice shell
Rice paddies A swamp-like area where rice is grown
Hastened Hurried
Magistrate A man or woman of power
Palanquin A seat carried on poles on the shoulders of two or four men
Jade A green stone
Ewha Korean for Pear Blossom

Cultural Focal Points Within the Story

The description of the magical helper as a goblin is particularly interesting in this version of Cinderella. Typically in the United States we would think of a goblin as a bad thing, but in Korean folklore goblins can be good and bad. The festival scene is also interesting, especially the long white ribbons attached to the men's hats. Students can experience the graceful movements of these ribbons using streamers or even toilet paper. Students will also be interested in the palanquin. The palanquin originated in eastern Asia. You can have students make their own palanquins by having two students clasp arms while a third sits across their arms (carefully of course).

VASILISSA THE BEAUTIFUL BY ELIZABETH WINTHROP

Vocabulary

Morsel.....	A small piece
Devoured.....	Eaten
Flax.....	A plant that produces a fiber used to make fabric
Pestle.....	A club-shaped hand tool used for crushing substances with a mortar
Mortar.....	A type of bowl used for crushing substances with a pestle
Seized.....	Grabbed
Loom.....	A device used to make cloth by weaving threads together
Tsar.....	A king of Russia
Linen.....	Cloth made from thread of flax

Cultural Focal Points Within the Story

The most unique aspect of this story is the appearance of the Baba Yaga character, which is very typical of Russian folklore. She is a witch who lives deep in the forest in a hut, which stands on chicken's feet and is surrounded by a fence made of human bones. She is not a good character, but she is not entirely evil either. As we see in this story she chooses to let Vasilissa go rather than eat her. A king called a Tsar (also spelled Czar) ruled Russia until the 1920s. He lived in a beautiful palace in what was once the capital of Russia, the city of St. Petersburg. The current capital of Russia is Moscow. Russia is the largest country in the world.

THE EGYPTIAN CINDERELLA BY SHIRLEY CLIMO

Vocabulary

Nile River.....	The world's longest river, flows through Egypt and other parts of Africa
Reeds.....	Tall grass
Nimble.....	Quick, light, agile
Gilded.....	Covered with gold
Papyrus.....	A tall plant that grows near water, often used to make paper
Pharaoh.....	A king of Egypt
Linen.....	Cloth made from thread of flax
Tunic.....	A loose-fitting garment worn down to the knees, common in ancient Greece and Egypt
Falcon.....	A bird related to a hawk
Horus.....	The Egyptian sky god who was believed to take the form of a falcon
Talons.....	The claw of a bird
Chariot.....	An ancient two-wheeled, horse-drawn vehicle
Deserted.....	To leave or abandon
Pyramids.....	A massive structure found in Egypt having a square bottom and four triangular sides
Barge.....	A long, flat-bottomed boat
Gongs.....	A metal disk that produces a loud noise when hit
Lotus flower.....	An aquatic plant with pink flowers

Cultural Focal Points Within the Story

It is believed that this is one of the first Cinderella stories ever told. The author's note at the back of the book provides interesting information about the origin of this story. The religious beliefs of ancient Egyptians were based on a collection of myths and many deities. They believed that Ra, the sun, was born of an egg. Ra had four children, Shu, Geb, Tefnut, and Nut, who later became the Earth, the sky, and the atmosphere. Horus, the god mentioned in the story is the son of Osiris and Isis, the children of Geb and Nut. He succeeded Osiris as king of the Earth after Osiris was killed by his brother Set. Horus was considered a very powerful god because he was a direct descendent of Ra.

THE PERSIAN CINDERELLA BY SHIRLEY CLIMO

Vocabulary

- Persia The area of the Middle East known today as Iran
- Quarters Living area
- No Ruz The New Year's celebration of Iran which occurs each spring
- Bazaar An outdoor market
- Brazier A metal pan used to hold hot coals
- Sash A cloth worn around the waist
- Pari A fairy
- Pomegranate A fruit with a red rind and juicy red pulp with many seeds
- Anklet Jewelry similar to a bracelet, but worn on the ankle
- Arcade An arched roofed part of a building
- Lute A musical stringed instrument similar to a guitar
- Zither A musical instrument shaped like a box with strings stretched over it and played horizontally
- Palanquin A seat carried on poles by two to four men
- Turban A scarf attached to a cap that is wrapped around the head, of Moslem origin
- Vengeful Wanting revenge
- Gilded Covered in gold

Cultural Focal Points Within the Story

This story touches on the traditional gender roles of many Middle Eastern countries. Men and women often live very separate lives including separate quarters. Also, many women cover their faces when in the presence of strange men, which is why Settereh used a mirror to look at the Prince rather than look at him eye to eye. This practice of covering one's body is called Hijab. According to the Koran, the sacred book of Islam that reveals the words of Allah as spoken to the prophet Mohammed, Allah made this request of Islamic women. The purpose is to identify women as Muslim and to allow men they have contact with to focus on their intelligence and skill rather than their looks. Hijab is not only a style of dressing; it is a behavior, manners, and speech that are to be used in public and among strangers. It is not considered by Muslims to be restricting, but rather a way in which their society functions in a proper manner.

Contents of Unit

Lesson 1	What Does It Take to Live In Cinderella’s Castle? 15 Learn what common traits are found in fairytales. Find those traits in Charles Perrault’s <i>Cinderella</i> .
Lesson 2	Magic Wand 17 Imagine what you could do with your very own magic wand! Write about it, and then create a wand to go with it.
Lesson 3	An Algonquin Wigwam 20 Learn about Algonquin culture using <i>Sootface</i> as a springboard. Create a model of an Algonquin wigwam similar to the one in the book.
Lesson 4	What’s Your Problem? 24 Help the “Cinderella” characters solve their problems in the style of “Dear Abby.”
Lesson 5	If the Shoe Fits... 29 Use this unique Venn diagram to compare two “Cinderella” stories.
Lesson 6	Who Are You? 34 Students get into character in this dramatic activity.
Lesson 7	Sharing Cinderella’s Story 37 Make a storyboard to share with the class about one of the “Cinderella” stories.
Lesson 8	Where Does Cinderella Live? 42 Create a map illustrating the origins of the many different versions of Cinderella.
Unit Assessment 47

Lesson 1: Cinderella's Castle

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

BENCHMARKS

Students will make connections between prior knowledge and what they need to know about a topic before reading about it.

Students speak to peers and teachers.

OBJECTIVES

Students will identify common traits specific to the fairytale genre.

Students will use this information to write independently on a teacher-prompted topic.

SPECIFICS

Fairytales can be found in the literature of most cultures. Most children can identify fairytales whether they have read them before or heard them told orally. All fairytales contain at least a few similar traits. Among those traits are: good and evil characters, things happen in threes, occurs long ago and far away, there is some magic, begins with “once upon a time,” talking animals, some characters are royalty, and ends with “happily ever after.”

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Whole-Group Discussion

Teacher Guided

Prior Knowledge

Read Aloud

PRELIMINARY LESSON PREPARATION

Cut out a large castle from a piece of brown butcher paper. Cut out triangular-shaped flags from multicolored construction paper. Have markers available.

ACTIVITY

Read *Cinderella* to the class as a Read Aloud. Lead a whole-group discussion about the common traits found in fairytales. Begin by explaining that a fairytale is a genre of story. To fit into this genre, a story must contain certain elements. Point out that Cinderella is a fairy tale and ask students if they have read any other fairytales. Make a list of the fairytale titles they tell you on a piece of chart paper. Some students may not realize that they have heard fairytales before until some titles have been pointed out. Try to avoid pure “Disney” titles. Possible titles include: “The Three Little Pigs,” “Goldilocks and the Three Bears,” “Snow White,” “Rumpelstilskin,” “Jack and the Beanstalk,” “Hansel and Gretle,” “Rapunzle,” and of course “Cinderella.”

Once a number of titles have been listed, ask the students to think about what traits those stories have in common. Possible responses include: good and evil characters, things happen in threes, occurs long ago and far away, there is some magic, begins with “once upon a time,” talking animals, some characters are royalty, and ends with “happily ever after.”

As students generate responses, write each on a flag and attach the flag to the top of the castle. The castle can be part of a bulletin board.

VOCABULARY

- Fairytale A type of story, usually very old and has been told for many generations
Genre A category of story
Characters The important people (or sometimes animals or other beings) portrayed in a story
Trait A distinguishing feature
Evil Bad, mean
Royalty Having the rank of king, queen, prince or princess—usually someone of wealth and power

RESOURCES/MATERIALS

- Cinderella* by Charles Perrault
Brown butcher paper
Construction paper
Marker
Chart paper

ASSESSMENT

Each student will draw a castle and list at five common traits found in fairytales in the castle drawing. The responses listed will allow the teacher to assess their understanding of the topic.

Lesson 2: Magic Wand

What will students be learning?

STANDARDS

Students write and speak for a variety of purposes. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

Students recognize and use the visual arts as a form of creativity and communication. (VA1)

BENCHMARKS

Students will use comprehension strategies such as comparing and contrasting.

Students use information from their reading to increase vocabulary and language usage.

Students use writing to tell a story.

Students write and speak to peers and teachers.

Students plan, draft, revise, proofread, edit, and publish written communications.

Students prepare an oral presentation of their story.

Students recognize, understand, and use formal grammar in speaking and writing.

Students apply formal usage in speaking and writing.

Students use correct sentence structure in writing.

Students demonstrate correct punctuation, capitalization, and spelling.

Students read literature representing various cultural and ethnic traditions from throughout the world.

Students will use different materials, tools, techniques, and processes in creating their own works of art.

OBJECTIVES

Students will demonstrate the ability to use the writer's workshop process including prewriting, revising, editing, and publishing, to complete a story about an imaginary magic wand.

Students will develop one clear main idea and select details to support that idea.

Students' writing will demonstrate appropriate use of punctuation, capitalization, grammar, and spelling.

SPECIFICS

In many "Cinderella" stories the helper character uses some sort of magic wand. In both *Cinderella* and *Cendrillon* the magic wands play an important role in the story. The wand is used to grant wishes and make dreams come true. In *Cendrillon*, the wand can only be used to help someone the Nann'in loves.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Modeling

Compare and Contrast

Writer's Workshop

PRELIMINARY LESSON PREPARATION

Before starting the writing piece you may want to review the writing process with students. Emphasize and model the importance of each step in creating a publishable piece of writing.

Gather the materials needed to make magic wands—cardboard rods from a pants hanger (one per student) and materials such as sequins, glitter, fabric, feathers, and ribbon. You can get the cardboard rods from a local dry cleaner. They will be especially happy to help you if your request is written on a piece of school letterhead.

ACTIVITIES

You should have already read *Cinderella* by Charles Perrault. Read *Cendrillon* by Robert D. San Souci as a Read Aloud. After reading both books, ask the students how the fairy godmother and the Nann'in were able to help Cinderella and Cendrillon. Have students point out similarities and differences between the two stories. Hopefully someone will point out that both godmothers used a wand. Talk about what a wand is, and ask the students what they think the wands looked like.

Explain to students that they are to imagine that they have a magic wand and they can use it to help someone they love. They are to write a story about who they would help, what they would do for that person, and why. The provided web will be helpful in the prewriting stage. You may choose to model this on an overhead, board, or chart paper before they begin writing. Once students have completed their preliminary writing activity, insist that they further develop their main idea in their writing. They must include specific details about the wand, the person they are helping, and the wish they will grant. To help generate ideas you may want to list a few students' ideas on chart paper. Once the first draft is complete, help students edit and revise. The final copy can be recopied on the accompanying stationery.

Once students finish writing they will make their magic wand. Demonstrate how they can make a topper by gluing two identical shapes together around the edges, leaving the bottom edges open so it can slip over the top of their wand. They can decorate the wand and topper using any of the materials available to them.

If possible, allow the children to share their writing with the class while they show off their wands. Display the finished papers and wands.

VOCABULARY

Wand A rod used to perform magic

Mahogany The reddish-brown wood of a mahogany tree found in the American tropics

Dainties Something delicious

Straw pallet A hard bed filled with straw

Manioc flour Flour made from a cassava plant

Hubble-bubble Excitement

Gown A fancy dress

- Footman A male servant
 Coachman..... A person who drives a coach or carriage
 Calico..... Rough cloth printed with bright designs
 Embroidered Decorated with needlework
 Shift A loose-fitting dress
 Chaperone Accompany
 Sherbet A dessert similar to ice cream
 (Also see the back of *Cendrillon* for a glossary of French Creole words and phrases)

RESOURCES/MATERIALS

- Cinderella* by Charles Perrault, illustrated by K.V. Craft
Cendrillon by Robert D. San Souci
 A copy of the wand web for each student during prewriting
 Writing paper for students
 Stationary for final copy
 A cardboard rod for each student
 Construction paper
 Various decorative materials

ASSESSMENT

Use the following rubric to assess the student’s writing about their magic wand.

Conventions:

- Writer shows excellent usage of standard writing conventions.
- Mistakes are few and do not take away from the quality of the writing.
- The text is clean and well presented.
- Only light touch ups would be needed to create a finished product.
- The writer shows reasonable control over commonly used writing conventions.
- The errors are noticeable though they do not obscure the meaning of the text.
- A fair amount of editing would be necessary to publish the writing.
- The writer demonstrates a very limited use of basic writing conventions.
- Errors are frequent and distracting, impairing the reader’s ability to focus on the ideas of the text.
- Multiple readings are required to decode and understand the text.
- Extensive editing would be required to prepare the text for publication.

<u>Rubric Points</u>	<u>Description</u>
5	The writing is clear and purposeful; significant details are present, creating a vivid impression for the reader; the writer selectively uses information that is relevant to the topic.
3	The writer has begun to create a clear story, but needs more focus and detail; ideas are present, but too vague; or perhaps the details presented are too trivial.
1	The writing is loosely focused and a clear topic is lacking; details are not present; writing resembles a list of facts with no main theme or storyline.

Lesson 3: An Algonquin Wigwam

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students read and recognize literature as a record of human experience. (RW6)

Students understand that societies are diverse and have changed over time. (H3)

Students know and apply visual arts materials, tools, techniques, and processes. (VA3)

Students know and apply visual arts to various historical and cultural traditions. (VA4)

BENCHMARKS

Students read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students read literature that reflects the uniqueness, diversity, and integrity of the American experience.

Students read literature of the United States about experiences and traditions of diverse ethnic groups.

Students will use different materials, tools, techniques, and processes in creating their own works of art.

OBJECTIVES

Students will be introduced to the Algonquian Indians and learn the geographical areas of their occupation.

Students will demonstrate an understanding of the resourcefulness of the Algonquian Indians by creating a model of an Algonquian wigwam.

Students will learn vocabulary specific to the Algonquin culture.

SPECIFICS

For many people, when imagining a Native-American home, the first image that comes to mind is the teepee. However, many tribes that were not nomadic lived in villages and built more permanent homes called wigwams. The Ojibwa people, a band of the Algonquian tribe, characterized in *Sootface* lived near Lake Ontario in the northern United States and Canada. They built wigwams using young trees, which could be bent and tied with strips of bark or hide to form a framework. The ends were buried in the ground and the framework was covered with bundles of branches, twigs, mud, woven grass mats, or any other materials that were available to them. A hole was left in the roof near the center to allow smoke from the fire pit to escape. Often, wigwams were decorated with pictures as depicted in *Sootface*.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Meaningful Vocabulary Instruction

Modeling
Making Comparisons
Making Connections

PRELIMINARY LESSON PREPARATION

Share with students the book *Eastern Woodlands Indians* by Mir Tamim Ansary. Focus on the vocabulary found in *Sootface*. Discuss Algonquian lifestyles, especially the wigwam.

ACTIVITIES

Read *Sootface* as a Read Aloud. As you read, encourage students to point out similarities and differences they notice between *Sootface* and the other “Cinderella” stories the class has been reading. Ask students what they think it would have been like to live in a wigwam. Encourage text-to-self connections they may make about tents, camping, and spending time outdoors.

Explain to the students that they are going to make a model of a wigwam. Each student will need four 1-inch by 8-1/2-inch strips cut from tag board. Tape or glue two of the strips together end to end. Connect the remaining two ends to form a circle. This will be the base of the wigwam. Then attach the other two strips across the circle in a cross. This will form the framework for the roof. Glue a coffee filter over the framework. If possible, use the brown filters; if they are not available the students can use watercolors or crayons to make a white filter the appropriate color. Cut an opening near the center of the roof for smoke to escape. Cut a door opening and fold it back. Students can then cover the coffee filter with leaves or grass clippings, or they can cover it with strips of brown paper bag torn to resemble hides. These strips can be decorated with symbols as depicted in the book.

VOCABULARY

- Algonquian Any of several native North American tribes found near the Great Lakes region
- Obijiwa A specific tribe associated with the Algonquians
- Wigwam A style of house associated with the Algonquians made from bent saplings covered with bark or hide
- Birch A type of tree common in the Northern Hemisphere with white bark which can be separated from the tree in sheets
- Quills A sharp spine grown on an animal’s body
- Kilt A knee-length skirt worn by a man
- Rawhide The skin of an animal
- Buckskin Strong grayish-yellow leather made from deerskin
- Moccasins A soft leather slipper
- Sapling A young tree, it is usually very limber and easy to bend
- Game Wild animals hunted for food
- Bow A weapon made from a curved material
- Bowstring The string connecting the two ends of a bow

RESOURCES/MATERIALS

A copy of *Eastern Woodlands Indians* by Mir Tamim Ansary
A copy of *Sootface* by Robert San Souci

Tag board cut into strips

Glue

Scissors

Coffee filters

Watercolors

Crayons

Grass clippings, leaves

Brown paper bags

Native American symbols and their meanings

ASSESSMENT

This lesson has two components to be assessed. The worksheet will assess their understanding of vocabulary specific to the Algonquin culture. Their completed wigwam model should demonstrate their ability to follow directions and complete the art project.

Name _____

Algonquin Vocabulary Worksheet

Use the words in the word bank to complete the following sentences.

Word Bank		
Algonquian	wigwam	birch
quills	moccasins	rawhide
buckskin	game	bow

The only part of the invisible warrior that the villagers could see were the shoes on his feet, his _____.

Sootface made a dress out of sheets of bark from a _____ tree.

The invisible warrior's sister gave *Sootface* a beautiful dress made from _____, the soft skin of a deer.

The villagers knew the invisible warrior was a great hunter because they could see the _____ that he brought to his sister.

Sootface was part of an _____ tribe of Indians that lived in the Great Lakes region of the United States.

The sharp _____ of a porcupine were used to decorate the beautiful dresses the Algonquian women wore.

_____, the skin of an animal, was used by the Algonquian people for many things.

Sootface was the only villager to see that the invisible warrior's _____ was made from the curve of a rainbow.

Sootface's evil older sisters forced her to do all of the work in their house, also known as a _____.

Lesson 4: What's Your Problem?

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students read and recognize literature as a record of human experience. (RW6)

BENCHMARKS

Students use information from their reading to increase vocabulary and language usage.

Students write friendly letters.

Students recognize, understand, and use formal grammar in speaking and writing.

Students use correct sentence structure in writing.

Students demonstrate correct punctuation, capitalization, and spelling.

Students read literature representing various cultural and ethnic traditions throughout the world.

OBJECTIVES

Students will learn what an advice column is.

Students will demonstrate an understanding of letters and how they are written.

Students will present solutions to problems.

SPECIFICS

“Dear Abby” is a well-known column in newspapers across the country. People write letters asking advice on how to solve their personal problems and the columnist’s responses are printed in the column. Students will take the role of Abby, offering advice to the Cinderella characters.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Problem/Solution

Character Analysis

Modeling

PRELIMINARY LESSON PREPARATION

Students should be familiar with the format of a friendly letter. If they are not, provide some instruction on this before presenting this lesson. They should know the format of a letter, the various parts of a letter such as the greeting, body, and closing, and the rules for capitalization and punctuation within those parts. Tell the students who Abby is. A possible extension would be to share an actual Dear Abby letter with them.

ACTIVITIES

On chart paper or the overhead, read the teacher sample Dear Abby letter with the students. Point out the parts of the letter if necessary. Be sure that students follow the correct format for a letter. As a whole-group, discuss possible solutions to the character's problem. Solutions do not have to follow what actually happened in the book. Then have students pick one of the letters from the Dear Abby Worksheet to respond to. Encourage students to use their imaginations. Model writing a response emphasizing the important parts of a letter. The focus of this lesson is to understand letter writing and to create interesting solutions for the characters' problems, therefore a perfect writing piece is not essential. It is not necessary to implement the entire writing process for this lesson.

VOCABULARY

- Advice column A regular article in a newspaper that suggests solutions for a person's problems
- Greeting The beginning of a letter, usually starts with "Dear," and addresses the person to whom the letter is written
- Body The part of the letter containing the information and details the sender wishes to address
- Closing The end of a letter, contains some form of salutation such as "Sincerely," and the sender's name
- Problem What is wrong, what needs fixing
- Solution How the problem is fixed, or resolved

RESOURCES/MATERIALS

- Teacher sample letter
- Copies of the Dear Abby Student Letters and Response Worksheets
- Chart paper or overhead

ASSESSMENT

In assessing the letters the students write, you will be looking for two components. First, does the student understand the parts of a letter and how to complete them appropriately? Second, does the student provide a useful solution to the problem presented? Use the following checklist to judge whether they have demonstrated capability in these components.

- Letter contains a greeting with appropriate capitalization and punctuation.
- The body of the letter is on topic.
- The body of the letter shows reasonable control over widely used writing conventions and mistakes do not impair the readability or obscure the meaning of the writing.
- Letter contains a closing with appropriate capitalization and punctuation.
- The letter suggests an appropriate solution for the problem presented.

Teacher Sample Letter

Dear Abby,

My wedding is coming up in just a few months. I am going to marry the Prince at the royal palace. It is sure to be a beautiful wedding, but I have one problem. My stepmother and stepsisters have always been very unkind to me. They made me clean the house, wash their clothes, and sleep on the floor next to the fire. I can't decide whether or not I should invite them to my wedding. Should I show them forgiveness, or keep them out of my life. Please send me your advice right away!

Sincerely,
Cinderella

Name _____

Student Letters

Letter Number One:

Dear Abby,

Last night I went to the ball at the granmaison. They had the most delicious chocolate sherbet there. I would like to make some for my Nann'in to thank her for being so nice to me. Unfortunately I don't have any money to buy the ingredients. I need to earn some money quick! Please help me.

Sincerely,
Cendrillon

Letter Number Two:

Dear Abby,

I have a terrible problem. I want to go to the village for the New Year's festivities but I cannot go until I separate all the stones from our rice. I don't mind hard work, but I would like to finish quickly so I can go to the festival. What is the best way for me to separate the stones from the rice? Please write back soon.

Sincerely,
Jouanah

Letter Number Three:

Dear Abby,

Yesterday I went to my father's boat to fetch the fish he had caught that day. I know this will sound hard to believe, but one of the fish started talking to me. He asked me to let him go. I was so surprised I decided to return him to the water. Before he swam away he said I could ask him for anything I want. What do you think I should ask him for? Should I tell my stepmother and stepsister about the talking fish?

Sincerely,
Maha

Name _____

Dear Abby Response

- I am responding to:
- Letter Number One
 - Letter Number Two
 - Letter Number Three

(Write your response below)

Lesson 5: If the Shoe Fits...

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

BENCHMARKS

Students read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students read literature that reflects the uniqueness, diversity, and integrity of the American experience.

Students use comprehension strategies, especially comparing and contrasting.

Students write to produce an analytical response to literature.

OBJECTIVES

The student will use a graphic organizer (Venn diagram) to facilitate their writing.

The student will write independently using appropriate capitalization, punctuation, and spelling.

The student will compare and contrast elements of literature in tales from different cultures.

SPECIFICS

The universal themes present in all of these stories, combined with the many different cultures represented make this lesson an obvious part of this unit. Each story contains a good character, evil characters, a magical helper, something left behind, and a happy ending. However, because each story comes from a different culture they are all unique in their own ways. Students should have no problem identifying pieces of the stories they can compare and contrast. If students have not used a Venn diagram before, some modeling may be necessary.

What will be done to help the students learn this?

INSTRUCTIONAL STRATEGIES

Venn Diagram

Comparing and Contrasting

Read Aloud

Modeling

Text-to-Text Connections

PRELIMINARY LESSON PREPARATION

Be sure students understand the concepts of comparing and contrasting. If not, ask two students to stand up. Model how to describe ways that the two are alike and ways that they are different. Show students what a Venn diagram looks like. Be sure they understand how to fill in information in the appropriate sections.

ACTIVITIES

By this point the students should have heard at least six of the different “Cinderella” stories during Read Alouds. As a group, discuss the common traits of the stories; the heroine, the magical helper, the cruel family, the happy ending, the item that is left behind. Also discuss typical story elements such as the setting, characters, problem, and solution. Focus on the similarities and differences within the stories.

Students can use the fairytale elements checklist to help them organize their ideas about the two stories they choose to compare. However, stress that they are not limited to the topics presented in this checklist—it is merely meant to act as a starting point for their ideas. This should be done as a prewriting activity.

Review the purpose of a Venn diagram to ensure students understand the process of comparing and contrasting. Each student will choose the two versions they want to compare and complete a Venn diagram. Be sure to have copies of the books available to help students generate ideas and check their spelling. It is reasonable to expect students to have at least four points for each section of their Venn diagram, however this can be modified to fit individual students if necessary.

VOCABULARY

- Compare To examine similarities
- Contrast To examine differences
- Venn diagram A graphic organizer used to compare and contrast two things
- Protagonists The good characters
- Antagonists The bad characters
- Setting Where the story occurs
- Problem What goes wrong in the story
- Solution How the problem is fixed, or resolved

RESOURCES/MATERIALS

- Cinderella* by Charles Perrault, illustrated by K.V. Craft
- Cendrillon* by Robert San Souci
- The Golden Sandal: A Middle Eastern Cinderella Story* by Rebecca Hickox
- Jouanah: A Hmong Cinderella* by Jewell Reinhart Coburn with Tzexa Cherta Lee
- Sootface: An Objiwa Cinderella Story* by Robert San Souci
- Yeh-Shen: A Cinderella Story from China* by Ai-Ling Louie
- Venn diagrams—one per student

ASSESSMENT

Use the following rubric to assess the student’s understanding of the use of the Venn diagram to compare and contrast two “Cinderella” stories.

<u>Rubric Points</u>	<u>Description</u>
5	Student has given more than three responses for each section of the Venn diagram; every response is in the appropriate section of the Venn diagram; responses are not repetitive; student’s writing demonstrates an appropriate use of capitalization, punctuation, and spelling.
3	Student has given three responses for each section of the Venn diagram; the responses are appropriate and need only minor corrections; Some responses repeat the opposite of a response in a different section and are not an original response; student’s writing is readable, however some mistakes in capitalization, punctuation, and spelling are present. Moderate editing would be required to correct the mistakes.
1	Student has less than three responses for each section of the Venn diagram; the responses are confusing, incomplete; and repetitive; the responses are not appropriate for the section in which they’ve been written; student’s writing contains many errors in capitalization, punctuation, and spelling.

Name _____

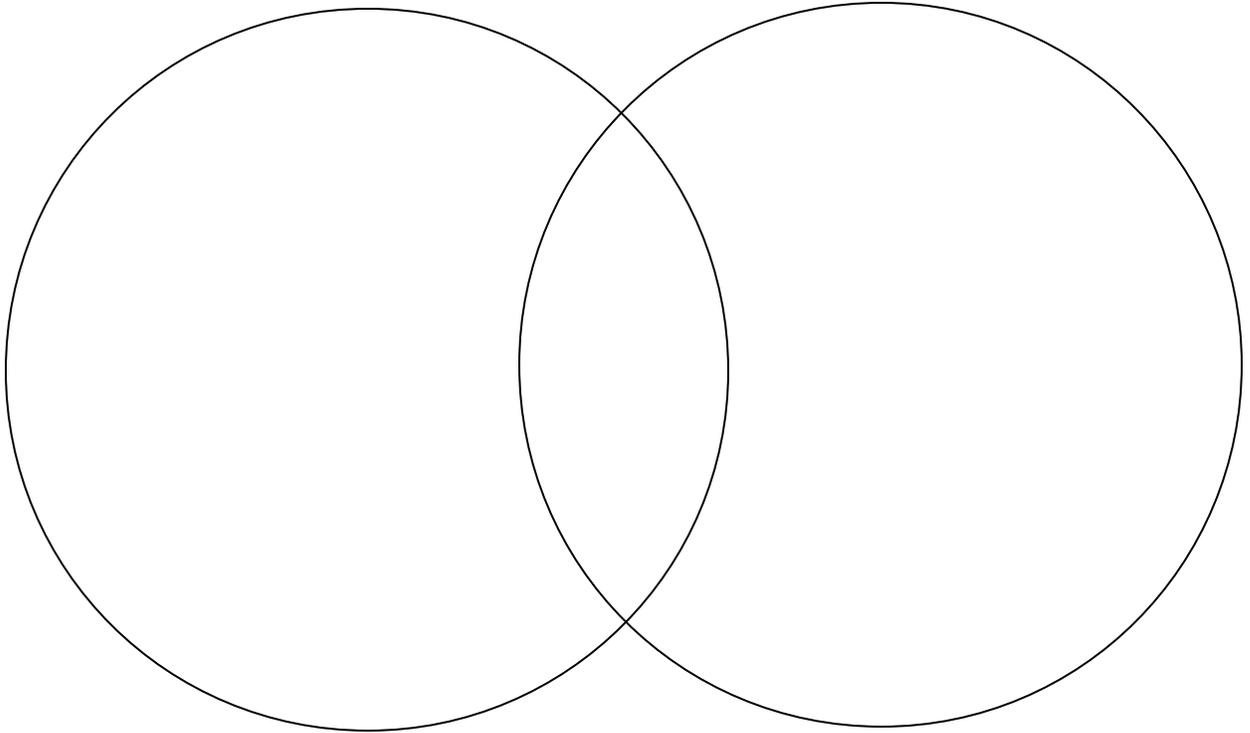
Fairytales Elements Checklist

	_____	_____
	Title	Title
Evil characters	<input type="checkbox"/>	<input type="checkbox"/>
Good characters	<input type="checkbox"/>	<input type="checkbox"/>
Magic	<input type="checkbox"/>	<input type="checkbox"/>
Talking Animals	<input type="checkbox"/>	<input type="checkbox"/>
Setting is long ago	<input type="checkbox"/>	<input type="checkbox"/>
and far away		

Name _____

Graphic Organizer
Venn Diagram

Use the Venn diagram below to compare and contrast the two stories you have selected.



Lesson 6: Who Are You?

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

BENCHMARKS

Students use information from their reading to increase vocabulary and language usage.

Students expand vocabulary.

Students write and speak to peers and teachers.

Students recognize, understand, and use formal grammar in speaking and writing.

Students recognize and know when it is appropriate to use dialectical, idiomatic, and colloquial language, including awareness and appreciation of cultural dialectic variance.

Students identify the purpose, perspective, and historical, and cultural influence of a speaker.

OBJECTIVES

Students will demonstrate their understanding of the many “Cinderella” characters and the cultures they come from by acting out dialogue, that would have been appropriate for those characters.

Students will demonstrate increasing clarity and confidence during oral communication.

Students will speak audibly and clearly with appropriate volume and eye contact.

Students will share complete thoughts using appropriate conventions of speech, complex sentence patterns and conventional grammar.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Verbalization

Summarizing

PRELIMINARY LESSON PREPARATION

On sentence strips or index cards write the names of characters from the stories you have shared with the class up to this point. Be sure that there is one character for each student. Also list the character’s names on chart paper separated according to the book they came from and hang it in an area where the students can see it. A possible list includes, but is not limited to: Cinderella, the Fairy Godmother, Maha, Blanche, Rose, Yeh-Shen, Gold Eyes, Settareh, Domitila, Timoteo, Rhodopis, Amasis, Sootface, the Invisible Warrior, Vasilissa, Baba Yaga, the Tsar, Damura, Grandmother crocodile, Nyasha, Manyara, Mufaro, Nyoka, Cendrillon, Nann’in, Pear Blossom, and Jouanah.

ACTIVITIES

Briefly present the books you have read aloud to the students up to this point. Remind the students of the titles, the main characters, and where they come from. As a group, read through the list of characters you have made on the chart paper. If necessary, refresh the student's memory about any of the characters they don't remember.

Explain that you have written the same names from the chart paper on individual strips. Each student will be given the name of a character that will be taped to their back without their seeing it. Students will be given an opportunity to walk around the room and talk to each other, but they have to say things that would be said to that character. Based on the things being said to them, students will attempt to guess which character they are. For example, someone might say to the magical fish from Yeh-Shen, "You have very powerful bones." Or to Nyasha from *Mufaro's Beautiful Daughters*, "Weren't you scared when you saw that snake in your garden?" As students guess who they are they sit at their desks and watch as the others continue to play until every student has guessed their character. If time permits, pass out the cards again so the students can play another round as a different character. It may be helpful to choose a couple of students who are comfortable speaking in front of the class to model this activity before the whole class participates.

Be sure to emphasize to the students how important it is that they not peek at their card, or tell another student what their card says.

VOCABULARY

Dialogue Conversation between two or more people

Character A person or animal portrayed in a story

RESOURCES/MATERIALS

Copies of any of the "Cinderella" stories read up to this point:

Cinderella by Charles Perrault, illustrated by K.V. Craft

Cendrillon by Robert San Souci

The Golden Sandal: A Middle Eastern Cinderella Story by Rebecca Hickox

Jouanah: A Hmong Cinderella by Jewell Reinhart Coburn with Tzexa Cherta Lee

Yeh-Shen: A Cinderella Story from China by Ai-Ling Louie

The Gift of the Crocodile by Judy Sierra

The Persian Cinderella by Shirley Climo

Domitila adapted by Jewell Reinhart Coburn

The Korean Cinderella by Shirley Climo

Vasilissa the Beautiful by Elizabeth Winthrop

The Egyptian Cinderella by Shirley Climo

Sootface by Robert San Souci

The Talking Eggs by Robert San Souci

Prepared index cards or sentence strips with characters names on them—one for each student

Chart paper with the characters and their book titles listed on it

Tape

ASSESSMENT

While students are performing for the class, use this checklist to assess students use of language and understanding of the characters.

A = Always S = Sometimes N = Never

Accurately conveys a verbal message to another person.	A	S	N
Uses appropriate grammar when speaking.	A	S	N
Conversation is relevant to the character they are speaking to.	A	S	N
Uses a range of vocabulary relevant to the character they are speaking to.	A	S	N
Speaks at a volume appropriate to the situation.	A	S	N
Accurately identifies their character according to the clues given.	A	S	N

Lesson 7: Sharing Cinderella's Story

What will students be learning?

STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological resources. (RW5)

Students read and recognize literature as a record of human experience. (RW6)

Students recognize and use the visual arts as a form of creativity and communication. (VA1)

BENCHMARKS

Students will use comprehension strategies.

Students will adjust reading strategies to find information to support particular ideas.

Students will use information from their reading to increase vocabulary and language usage.

Students will write and speak to teachers and peers as part of an oral presentation.

Students will recognize, understand, and use formal grammar in speaking and writing.

Students will apply formal usage in speaking and writing.

Students will analyze what they've read through writing and speaking.

Students will read classic literature representing various cultural and ethnic traditions from throughout the world.

OBJECTIVES

Students will demonstrate their understanding of the fairytale genre by gathering and presenting information related to fairytales from a specific "Cinderella" story.

Students will write, edit, and revise cooperatively to create a storyboard to be presented to the class.

Students will demonstrate ability to present information clearly to their peers using appropriate grammar and volume.

Students will use tools of the text to locate and select relevant information.

SPECIFICS

Though not identical to the traditional version of Cinderella that most students are familiar with, all of these stories are fairytales because they contain many of the traits common to the fairytale genre. Students will need to identify the following characteristics in the story their group has been assigned: the story's country of origin, the main good character, the evil characters, the magic helper, what the good character left behind. Certain stories will work better with this project than others. Possible titles include *Cinderella*, *Yeh-Shen*, *The Golden Sandal*, *Domitila*, *Cendrillon*, *Jouanah: A Hmong Cinderella*, *The Persian Cinderella*, *The Korean Cinderella*, *Gift of the Crocodile*, and *Vasilissa the Beautiful*.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Cooperative Readings

Read Aloud

Determining Importance in Text

Graphic Organizers

Retelling

Text-to-World Connections

PRELIMINARY LESSON PREPARATION

Group students so that emergent readers are working with fluent readers. Review group-learning skills with your students. Gather poster board and the materials for decorating the boards, such as glitter, feathers, rhinestones, sequins, markers, fabric, etc. Precut the shapes for the different traits to be placed on the poster board. Try to use a different color for each trait, but remember that the students will be writing on these cutouts, so avoid using black. Students should have been exposed to the stories used in this project through Read Alouds.

Each group will need a nonfiction resource about the country their story comes from. The local library can gather these for you with about a week's notice. You can also use encyclopedia CD ROMs, or the Internet.

ACTIVITIES

Students will be revisiting the "Cinderella" stories shared during Read Alouds. Divide students into groups of three or four. Assign the following jobs to the members of the group: reader—reads the story to the rest of the group; recorder—writes down relevant information on the worksheet; and collector—gathers materials the group will need. As much as possible have each group choose which of the books they would like to use for their project.

Each group should start with the reader reading the story to them. After reading the story the recorder will fill out the worksheet, with the input of all of the members of the group, that identifies the fairytale traits in each story, using complete sentences. Encourage them to work together to find the correct spelling they'll need within the book. Once they have completed the worksheet they should review it as a group to do as much editing as possible. Meet briefly with the group to make any final corrections necessary. This worksheet is essentially their first draft for their final project.

Now the students will rewrite their sentences on the corresponding cutout shape. The collector should gather the cutouts, markers, and decorating materials the group will need. Have the students divide up the work equally so that no one sits idle. Each student should work on at least one of the traits; some students will do more than one. Remind them that this is a final copy and will be presented to the class so they must use their nicest penmanship. Once all of the cutouts have been completed they can go over the letters with marker if necessary. They will also have to provide a drawing of the object the main character left behind. They may use any of the materials available to decorate their poster.

The second half of this project connects fiction with nonfiction as the students focus on the country the story comes from. Using books gathered from the library, encyclopedia CD ROMs, the Internet, or other resources, each group will gather information about the country specific to their story. They will complete the worksheet, then transfer that information onto chart paper. Students can keep the same jobs for this portion of the project or switch. If students are not familiar with nonfiction resources, instruct them on how to use the table of contents, index, bold print, and headings to help narrow their search for

information.

Once all groups have completed their story poster and their country information they should present their project to the class. Encourage each group member to present a portion of the project rather than allowing one student to speak for the group. Display the completed projects.

VOCABULARY

Presentation	To share what you've learned with the rest of the class
Trait	A distinguishing feature
Characteristic	The combination of qualities or features that distinguishes one person, group, or thing from another
Continent	One of the principle land masses of the earth
Currency.....	Money
Fact.....	A true statement
Nonfiction.....	Literature that is true
Index	Used to find information within a book
Table of contents	A list of the contents of a book and the page they are found on; found at the beginning of a book

RESOURCES/MATERIALS

You may choose to use any or all of the following books:

Cinderella by Charles Perrault, illustrated by K.V. Craft

Cendrillon by Robert San Souci

The Golden Sandal: A Middle Eastern Cinderella Story by Rebecca Hickox

Jouanah: A Hmong Cinderella by Jewell Reinhart Coburn with Tzexa Cherta Lee

Yeh-Shen: A Cinderella Story from China by Ai-Ling Louie

The Gift of the Crocodile by Judy Sierra

The Persian Cinderella by Shirley Climo

Domitila: A Cinderella Story from the Mexican Tradition by Jewell Reinhart Coburn

The Korean Cinderella by Shirley Climo

Vasilissa the Beautiful by Elizabeth Winthrop

The Egyptian Cinderella by Shirley Climo

One piece of poster board and one piece of chart paper for each group

Decorating materials

Glue

Scissors

Markers

One copy of the storyboard worksheet for each group

One copy of the country facts worksheet for each group

Various nonfiction resources about each country the characters come from. These can be books, encyclopedias, CD-ROMs, the Internet, etc.

ASSESSMENT

Students will complete a cooperative group assessment checklist to evaluate their group.

Name _____

Cooperative Group Assessment Checklist

Members in my group _____

Book we presented _____

+ = **everybody** • = **some of us** — = **nobody**

We listened to each other. + • —

We worked together without being bossy. + • —

We each completed our jobs. + • —

We all participated. + • —

We did not fight. + • —

Our writing is neat with no mistakes. Yes..... No

Our presentation was well organized. Yes..... No

We spoke so that everyone could hear and understand us. Yes..... No

We identified the correct traits for our story. Yes..... No

We were able to use the resources we had to find Yes..... No
information about our country.

Name _____

Country Facts Worksheet

Group Members _____

Country _____

Located on the continent of _____

Language(s) they speak _____

How they say "hello" _____

Money they use (currency) _____

Three interesting facts about this country are:

1. _____

2. _____

3. _____

Flag

Lesson 8: Where Does Cinderella Live?

What will students be learning?

STANDARDS

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

BENCHMARKS

Know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.

Develop knowledge of Earth to locate people, places, and environments.

OBJECTIVES

Students will demonstrate an understanding of geography and geography tools by creating a map to show the homelands of the various “Cinderella” stories they have read.

SPECIFICS

Part of understanding the differences among the various “Cinderella” stories presented in this unit is understanding where the characters come from. A good way to do this is to create a map showing which country each character comes from. This will also give the students the opportunity to improve their map-reading skills, while focusing on important parts of a map as well.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read Aloud

Meaningful Vocabulary Instruction

Teacher Guided

Text-to-World Connections

PRELIMINARY LESSON PREPARATION

Some preteaching may be necessary if the students are unfamiliar with maps. They will need to understand how to read a map, including how to use a compass rose and a map key. Each student will need a copy of a world map centered and glued onto a full piece of construction paper (you can pick the color), a map key, and copies of the titles of each book. The teacher will need a wall map to demonstrate the activity. List the titles of the “Cinderella” stories shared throughout the unit on chart paper. Have a copy of each book available.

ACTIVITIES

Begin by reviewing the list of book titles. Ask the students if they remember where each story came from. As they share this information with you list the county’s name next to the title on the chart paper. Use the wall map to point out each country as you go. Depending on the students’ background knowledge, individual students may be able to point them out for the

class. Place a sticky note on each country with the title of each book. Point out the compass rose on the wall map. Ask questions such as, “Which character lives the furthest north?” or “If *Cendrillon* wanted to go to Yeh-Shen’s house, which direction would she have to go?” Do this orally to help prepare the students for the assessment that follows this activity.

At this point students will be asked to identify and label the countries of origin of all of the Cinderella stories they have been exposed to throughout the unit. They will then use their map to answer questions about the Cinderella characters and where they live. Distribute one map, a map key, and a copy of the book titles to each student. Point out the compass rose on the map. Have students identify what each letter on the compass rose represents. If they are unfamiliar with directions, spend some time teaching to this point. Point out that generally on a map north is up, south is down, west is left and east is right. Explain to students that they are to make a key to accompany their map. Be sure that they understand that the purpose of the key is to allow them to identify the significance of the colors they use on their map. The color they choose for the country on the map must match the color they choose for that country on the key. For example, if they color France blue on the map, they must indicate that France is blue on the map key. Be sure that each country is a different color. As they color each country they should cut out the book title that corresponds to that country and glue it to the construction paper backing near that country. With a marker they can draw a line connecting the title to the country.

VOCABULARY

- Country A territory defined by geographical borders and a distinguishable culture.
- Continent One of seven principal land masses on the earth.
- Equator An imaginary line circling the center of the earth, dividing the earth into the Northern and Southern Hemispheres:
- Northern Hemisphere .. The area of the earth to the north of the equator
- Southern Hemisphere .. The area of the earth to the south of the equator.
- Direction A movement leading to a place or point, specifically to the north, south, east, or west.
- Compass Rose Usually found on a map to indicate the four main directions, north, south, east, and west
- Map Key Used to help interpret what symbols and colors on a map represent

RESOURCES/MATERIALS

- Cinderella* by Charles Perrault, illustrated by K.V. Craft
- Cendrillon* by Robert San Souci
- The Golden Sandal: A Middle Eastern Cinderella Story* by Rebecca Hickox
- Jouanah: A Hmong Cinderella* by Jewell Reinhart Coburn with Tzexa Cherta Lee
- Yeh-Shen: A Cinderella Story from China* by Ai-Ling Louie
- The Gift of the Crocodile* by Judy Sierra
- The Persian Cinderella* by Shirley Climo
- Domitila* by Jewell Reinhart Coburn
- The Korean Cinderella* by Shirley Climo
- The Egyptian Cinderella* by Shirley Climo
- Mufaro’s Beautiful Daughters* by John Steptoe

The Talking Eggs by Robert San Souci

Vasilissa the Beautiful by Elizabeth Winthrop

One world map centered and glued on construction paper for each student

One copy of each book title and the country it came from for each student

One copy of the map key for each student

One copy of the map assessment for each student

Markers, crayons, or colored pencils

A wall world map

Post-It notes

ASSESSMENT

Allow students to use their finished maps to complete the following assessment. The assessment can be read aloud, especially if second-language learners are a concern.

Name _____

Map Assessment

Where Does Cinderella Live? _____

Who lives closer to Maha, *Domitila* or *Settareh*? _____

Which characters live on the continent of Africa? _____

If Cinderella wanted to visit *Vasilissa* which direction would she have to go? _____

Who lives farther from *Sootface*, *Jouanah* or *Blanch*? _____

If *Cendrillon* wanted to visit *Pear Blossom* which direction would she have to go? _____

Which three characters all live on the continent of North America? _____

Which character lives the farthest North? _____

Which character lives the farthest South? _____

Which character would speak Chinese? _____

Which character lives closest to the equator? _____

Name the two characters that live on islands. _____

Choose three characters and write one fact you know about the country that character comes from.

Map Labels

Use these tabs to label your map.

The Golden Sandal:
Maha lives in Iraq

The Persian Cinderella:
Settareh lives in Iran

Yeh-Shen:
Yeh-Shen lives in China

Mufaro's Beautiful Daughters:
Nayasha lives in Zimbabwe

The Korean Cinderella:
Pear Blossom lives in Korea

Sootface:
Sootface lives in the northern United States

Jouanah: A Hmong Cinderella:
Jouanah lives in Thailand

Domitila:
Domitila lives in Mexico

Cendrillon:
Cendrillon lives on the island of Martinique in the West Indies

Cinderella:
Cinderella lives in France

The Talking Eggs:
Blanche lives in the southern United States

The Egyptian Cinderella:
Rhodopis lives in Egypt

Vasilissa the Beautiful:
Vasilissa lives in Russia

The Gift of the Crocodile:
Damura lives on the island of Halmahera in the Spice Islands

Map Key

Color the boxes below to show what the colors on your map mean.

France

Iran

Iraq

Indonesia

Zimbabwe

Martinique

United States of America

Mexico

Egypt

Russia

China

Korea

Thailand

Name _____

Unit Assessment

Use the following assessment to judge the student's understanding of the fairytale genre, the cultures introduced in this unit, and their map reading skills.

Choose one of the following books to complete this assessment.

Cinderella

Cendrillon

Sootface

The Gift of the Crocodile

The Talking Eggs

Yeh-Shen

The Korean Cinderella

Jouanah

The Golden Sandal

The Persian Cinderella

Vasilissa the Beautiful

Mufaro's Beautiful Daughters

Domitila

Write a paragraph explaining why the story you choose is a fairytale. Use at least three specific examples from the story.

Write two cultural facts you learned about the country the story you chose comes from.

1. _____

2. _____

Find that country on the map. Use the map to answer the following questions.

Is that country in the Northern or Southern hemisphere? _____

What continent is that country part of? _____

Do you think it is warm or cold there? _____

Why? _____

Which direction would you have to travel to visit that country? _____

Annotated Bibliography

Ansary, Mir Tamin. *Native Americans Eastern Woodlands Indians*. Chicago, Illinois, Heinemann Library, 2000.

Nonfiction. Information about the lifestyle and culture of the Algonquin and Iroquois Indian tribes.

Carlson, Laurie. *More Than Moccasins: A Kid's Guide to Traditional North American Indian Life*. Chicago, Illinois: Chicago Review Press, Incorporated, 1994.

Teacher resource. Various activities related to the lifestyles and cultures of Native Americans.

Climo, Shirley. *The Egyptian Cinderella*. New York: Crowell, 1989.

A picture book for children. In this version of Cinderella, the slave girl Rhodopes eventually becomes the Pharaoh's queen.

Climo, Shirley. *The Korean Cinderella*. New York: Harper Collins Publishers, 1993.

A picture book for children. Many unlikely helpers make sure that Pear Blossom finishes all the chores her wicked stepmother and step sister make her do. With their help she is able to go to the festival where she meets the handsome Magistrate.

Climo, Shirley. *The Persian Cinderella*. New York: Harper Collins Publishers, 1999.

Set in ancient Persia, this is the story of Settareh, a beautiful but lonely girl who is often mistreated by her jealous stepsisters. However, things quickly get better for Settare with the help of a magical pari fairy.

Coburn, Jewell Reinhart. *Domitila: A Cinderella Tale from the Mexican Tradition*. Auburn, California: Shen's Books, 2000.

A picture book for children. Poor Domitila is mistreated by her new stepmother and stepsister. Her incredible cooking helps her find a better life with the Governor's son.

Coburn, Jewell Reinhart with Tzexa Cherta Lee. *Jouanah: A Hmong Cinderella*. Arcadia, California: Shen's Books, 1996.

A picture book for children. After Jouanah's mother is turned into a cow to help the farm prosper, her father selfishly remarried another woman. Of course Jouanah's new family treat her poorly, but with the help of her mother's spirit she marries her true love.

Craft, Kinuko Y. *Cinderella*. New York: Seastar Books, 2000.

Adapted from Charles Perrault's classic tale, a mystical Fairy Godmother helps the pure Cinderella transform into the most beautiful guest at the ball where she and the prince fall deeply in love.

Hickox, Rebecca. *The Golden Sandal: A Middle Eastern Cinderella Story*. New York: Holiday House, 1998.

A picture book for children. A little red fish helps Maha become a beautiful guest at a bride's henna. When she loses one of her golden sandals while rushing home she soon becomes a bride herself.

San Souci, Robert D. *Cendrillon: A Caribbean Cinderella*. New York: Simon and Schuster Books for Young Readers, 1998.

A picture book for children. Set on the island of Martinique, Cendrillon has become nothing more than a servant for her cold stepmother. Fortunately with the love of her Nann'in and a little magic she is able to meet the handsome Paul.

San Souci, Robert D. *Sootface: An Ojibwa Cinderella Story*. New York: Dragonfly Books, 1994.

San Souci, Robert D. *The Talking Eggs*. New York: Scholastic Inc. 1989.

A picture book for children. This Creole folktale places Blanche in a world of strange and magical beings. Luckily she know how to follow directions, but her mean sister doesn't.

Sierra, Judy. *The Gift of the Crocodile: A Cinderella Story*. New York: Simon and Schuster Books for Young Readers, 2000.

A picture book for children. The story of Damura, a girl from the Spice Islands, who is mistreated by her stepmother and stepsister. With the unlikely help of a crocodile she finds her true love.

Sierra, Judy. *The Oryx Multicultural Series Cinderella*. Phoenix, Arizona: The Oryx Press, 1992.

Teacher resource. This book briefly summarizes a variety of Cinderella stories from all over the world.

Step toe, John. *Mufaro's Beautiful Daughters*. New York: Scholastic Inc., 1987.

A picture book for children. Set in Africa, the kind Nyasha finds her way to the city to meet the king despite her sister's attempt to get there first.

Winthrop, Elizabeth. *Vasilissa the Beautiful*. New York: Harper Collins Publishers, 1991.

A picture book for children. With the help of a doll given to her by her dead mother, Vasilissa is able to avoid being eaten by the Baba Yaga. She impresses the Tsar with her handiwork and he immediately falls helplessly in love with her.

About the Author

Katy Hoops grew up in Denver and is a proud graduate of Denver Public Schools. It was in the Denver Public Schools that she learned the value of diversity, especially at East High School, which she considers to be Denver's own mini melting pot. She received a BA in Spanish from Denison University in 1992. However, it wasn't until she had spent two years as a ski instructor in Vail that she realized how much she enjoyed teaching. In 1997 she received her masters in Curriculum and Instruction from the University of Colorado at Denver.

Katy teaches in a second-grade English language acquisition classroom at Goldrick Elementary School.

