

Cinderella of Ancient and Modern Civilizations

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Engage

1. Ask students to name some of their favorite fairy tales and write them on the board. Since you'll use these to make a chart later on, write them with this future use in mind, making a list down the side of the board. Keep these names on the board throughout the lesson. If students don't list Cinderella, suggest it.
2. Explain to students that the fairy tales with which we are familiar today were first told long ago by storytellers. The basic framework of the story was passed down through generations. These stories were not written down, so they changed as new people told them. As each story traveled, it changed to reflect the culture and customs of the new tellers. As a result, there are many versions of popular fairy tales throughout the world.
3. Create a simple chart on the board where students can explore the essential components of a fairy tale. Examine the list of stories on the board from Step 1. Have students discuss story elements that these fairy tales have in common. Examples should include:
 - An unspecified time and place for the setting ("once upon a time")
 - Characters who are either good or evil (kind or cruel)
 - The presence of magic (powers, events, beings)
 - A happy ending for the good characters
 - Justice for the evil characters

Write these characteristics in spaces across the top of the board, making a table of tales and components. Ask whether each component is true for each listed story ("Does The Ugly Duckling have a happy ending?"), and check them off as they are confirmed, to make sure that the suggested components actually characterize fairy tales generally.

4. Have the students retell their favorite fairy tale, changing the story to reflect their own time and place. Have students work in pairs and then allow volunteers to present their new stories to the class, as time allows. Encourage students to tell different stories, and be sure that each student varies the story in a different way. As an alternative, you may wish to lead the class in a collective adaptation of the Cinderella story.

Build Knowledge

1. Present the Cinderella prezi from www.prezi.com that introduces Cinderella as represented by the four Art strands:
 - a. Visual art: www.googleartproject.com
 - b. Theatre: www.youtube.com
 - c. Dance: Joffrey Ballet, www.youtube.com
 - d. Music: "Cinderella Suite" by Sergei Prokofiev, www.youtube.com
2. Have students read the three versions of Cinderella, individually or in groups.
 - The Egyptian Cinderella, Rhodopis
 - Yeh-Shen, the Chinese version

- The Hidden One, (also known as The Rough-Face Girl) is a Native American story told by several tribes of the Northeast.

3. Once students have read each story, have them compare and contrast the different versions using the interactive Venn Diagram. If there aren't enough computers for all the students, have students skip to step 3 and then pull students out to complete the interactive Venn Diagram. They can print their results for grading.

4. Have each student draw a slip from the prepared bowl to choose which fairy tale they will be working on. Have students gather in the groups determined by the slips

5. Have students research the cultural background of one of the stories. Activity Sheets for each story, Rhodopis, Yeh-Shen and the Hidden One, have three activities intended to lead students to learn more about the culture represented by the story. Let each student choose one activity and work with other students from the group on that activity, so that each group may produce as many as three projects.

6. Explain to students that each fairy tale comes from a different culture. In order to better understand the culture and the country of origin, they will conduct research using online and print resources. Allow students at least 1-2 periods to complete their research; they may also complete it as homework. Use the websites listed in each handout for research.

Apply

1. Have students create projects described on the Info and Activity Sheets. Each sheet offers three activities designed to encourage research. The information students gather is then used to create an art work. Within the randomly-selected story groups, let each student choose the activity they'd prefer to work on. All students who have chosen a given activity can work together to complete it. Allow 1-2 class periods for research and creation. Some research may also be done as homework.

2. Have students present the results of their projects to the class.

Reflect

1. Discuss how the differences in the cultures affected the stories arising from those cultures. Note the differences between the Cinderella stories from other cultures and the familiar version(s) of the Cinderella story. For example, in The Hidden One, the Cinderella character expects to make her own clothing and only asks for materials, and she helps to prepare the evening meal when she visits her bridegroom-to-be. How does this differ from Cinderella at the Prince's ball?

2. Assess students on their participation in classroom discussions and group research. Students should demonstrate, in class discussion, their understanding of storytelling traditions and the elements of fairy tales.

3. In their research, students should demonstrate good research techniques and the ability to use online sources. The written research should use correct grammar and sentence structure. After the oral presentations, students should engage in a question-and-answer session about each culture and country. Use the Assessment Rubric to assess your students' work.

4. Have students create a visual representation of a Cinderella, either one they have researched or an original. See rubric or create one easily from www.rubistar.4teachers.org.

Extended Learning

Invent a modern day Cinderella story that takes place in your town. Write the story only up to the point where the evil characters leave the hero or heroine alone at home while they go to a special event. Now switch papers with a classmate so that another writer finishes your story.

Create a Google Lit Trip for Cinderella, showing how the story has traveled around the world. Include all the Cinderella stories you can find.

Themed Book Set: *In Search of Cinderella* (with activities on all included Cinderella stories). Additional Cinderella stories include: *Jouanah, A Hmong Cinderella* (with teacher's guide), *Domitila* (Mexico – 2 in English, 1 in Spanish), *Cendrillon* (Caribbean), *Abadeha* (Philippine), *The Turkey Girl* (Zuni), *Anklet for a Princess* (India), *Angkat* (Cambodia), *The Persian Cinderella*, and *Baba Yaga and Vasilisa the Brave* (Russia). 24 books in the set, available through HERC to contracting schools.

Create a Cinderella tale from the story selected or original story written.

Webquest:

The Hidden One

Algonquian tribes made wampum belts for ceremonial purposes. Using various geometric designs, makewampum belts by gluing beads onto fabric or drawing a belt onto white cloth.

Use the following resources for your research:

<http://www.mohicanpress.com/mo08017.html>

<http://www.icsd.k12.ny.us/caroline/ayale/wampum.html>

Wigwams

Algonquians lived in wigwams, and all of their belongings came from nature. Research the Algonquian Indians and make a model of their village.

Use the following resources for your research:

http://www.ohiokids.org/ohc/history/h_indian/tribes/algonqui.html

<http://www.scott.k12.va.us/martha2/History%20Page.htm>

http://www.mnsu.edu/emuseum/prehistory/settlements/regions/east_and_southeast.html

Rhodopis

The Nile River

The story of The Egyptian Cinderella begins with Rhodopis being kidnapped as a child by pirates from her home in Greece. Map out the route that the pirates must have taken from Greece to the Nile River in Egypt. Look on the Web and in magazines for pictures of famous Egyptian landmarks that Rhodopis might have passed or encountered.

Use the following resources for your research:

<http://www.touregypt.net/kids/History.htm>

<http://www.sis.gov.eg/egyptinf/culture/html/rnile.htm>

Writing

Like the Chinese, the Egyptians used a type of pictograph method for writing called hieroglyphics. Visit the Web site below to learn more about this method of communication, and try to create your own system of glyphs.

Use the following resources for your research:

<http://www.kingtut-treasures.com/hiero.htm>

<http://archive.ncsa.uiuc.edu/Cyberia/VideoTestbed/Projects/Mummy/hieroglyphics.html>

Arts

Egyptians painted murals on the walls of the great Pharaohs' tombs telling stories. Paint a mural with your classmates that tells the story of Rhodopis.

Use the following resources for your research:

<http://www.ancientegypt.co.uk/menu.html>

<http://www.snaithprimary.eril.net/paint1.htm>

The Egyptians were master woodworkers, stone sculptors, weavers, jewelers, and potters. Many of these items were buried with them in their tombs. They believed they would bring these items with them to the afterlife. Many of the everyday essential items that the Egyptians had in their tombs are now considered artifacts. Find examples of these items and research how they were made and where they came from.

Use the following resources for your research:

<http://www.dia.org/collections/ancient/egypt/egypt.html>

<http://www.seattleartmuseum.org/exhibit/archive/egypt/emania/glossary.htm>

Yeh-Shen

Architecture

In the story Yeh-Shen, the king lives in a pavilion or a pagoda – a beautiful structure that sometimes served as a religious monument. Pagodas were built in a symmetrical style, and reflected geometric shapes. Design and draw an original pagoda or pavilion similar to one in which the king might have lived.

You must try to use geometric shapes in your design.

Use the following resources for your research:

http://www.imperialtours.net/big_goose_pagoda.htm

<http://cnd.org/Scenery/Buildings/Pagoda1.jpg>

Writing

The Chinese use pictograms known as "characters" to write words. Each "character" conveys a meaning.

First, research the Chinese way of writing. Then, try to invent your own set of "characters". Include a key for each symbol.

Use the following resources for your research:

<http://logos.uoregon.edu/explore/orthography/chinese.html>

<http://www.zhongwen.com/shufa/>

http://www.thinkquest.org/library/lib/site_sum_outside.html?tname=3614&cid=2&url=3614/

Celebrations and Holidays

In the story Yeh-Shen, the villagers are invited to a festival given by the king. Investigate other holidays and festivals celebrated in China. Research the types of entertainment that would be featured at the different festivals and present examples to the class.

Use the following resources for your research:

http://yahooligans.yahoo.com/Around_the_World/Countries/China/Cultures_and_Traditions/Holidays/

<http://www.c-c-c.org/chineseculture/festival/festival.html>

http://www.internet-at-work.com/hos_mcgrane/holidays/festivals_menu.html

Lesson Connection: Cinderella Trilogy

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Common Core Standards

Common Core Content Standards Grade 4

RL 1, RL 2, RL 3, RL 4, RL 6, RL 9, RF 4, W 3, W 7, SL 1, L 4, L 5

Common Core Content Standards Grade 5

RL 1, RL 2, RL 3, RL 4, RL 6, RL 9, RF 4, W 3, W 7, SL 1, L 4, L 5

Common Core Content Standards Grade 6

RL 1, RL 2, RL 3, RL 4, RL 6, RL 9, W 3, W 7, W 8, SL 1, L 4, L 5, Reading Standards for Literacy in History/Social Studies 4 - 6

RL = Reading Standards for Literature

RF = Reading Standards Foundational Skill

W = Writing Standards

SL = Speaking and Listening Standards

L = Language Standards

National Standards for Arts Education

Geography

Geography Standard 1, 10

Language Arts

Language Arts Standard 2,3,4, & 6