

# Cinderella Unit Plan

## Unit Overview

### Unit Title

Where in the World Is Cinderella?

### Unit Summary

In this unit, students travel the globe to see how culture impacts the story of Cinderella. As they work through the unit activities, students read and analyze many versions of this classic tale, learn more about the literary genre, and study character development and the difference that point of view can make in the telling of a tale.

### Subject Area

Language Arts, Social Studies

### Grade Level

3–5

### Higher-Order Thinking Skills

Inference, Analysis

### Approximate Time Needed

6 weeks, 50-minute lessons, daily

## Unit Foundation

### Targeted Content Standards and Benchmarks

#### NCTE Language Arts Standards:

- Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world.
- Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.
- Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.
- Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- Students use spoken, written, and visual language to accomplish their own purposes.

#### National Social Studies Standards:

- Students should understand how culture and experience influence people's perceptions of places and regions.
- Students should understand the characteristics, distribution, and complexity of Earth's cultural mosaics.

Students should understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

### Student Objectives/Learning Outcomes

Students will be able to:

- Use comprehension strategies to read fairy tales from a variety of countries
- Describe geographical settings of stories, and plot them on a world map
- Compare and contrast fairy tales with similar themes from different countries
- Determine how culture impacts stories
- Analyze a character, and make connections to self with a character, issues, and themes of a story
- Identify or summarize a sequence of events, main ideas, and supporting details in literary selections
- Predict future outcomes supported by the text
- Identify the qualities of the character (such as courage, cowardice, and ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict

### Curriculum-Framing Questions

#### Essential Question

Does happily ever after really exist?

#### Unit Questions

- Of all the fairy tales ever written, why has the story of Cinderella been the one to capture the hearts of so many generations and cultures?
- How would the Cinderella fairy tale change if a different character told the story?
- What would happen in a modern day Cinderella story?

#### Content Questions

- What are the elements of a fairy tale?
- What is point of view?
- In what ways are all of the Cinderella stories from around the world similar?

### Student Assessment Plan

#### Assessment Summary

Questioning occurs throughout the unit to probe student thinking and allow student reflection. Anecdotal notes assist in keeping track of individual student needs. These notes can also provide information on how well students understand certain concepts and can be used to reteach difficult concepts. The presentation rubric is used by students to self-asses their presentations before teacher assessment. The blog or story rubric describes the criteria for their writing from a different point of view and is used while students are writing and again to assess their final products. When students finish their drafts, a peer feedback form is used to give and receive feedback on their stories. Students use this feedback to revise their final products. Students use the wiki checklist to plan and monitor their progress while creating the wiki. Students' responses to the Essential Question in their writing journals provide information about how students have connected their work in the unit with broader issues.

Assessment Timeline					
Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Anecdotal Notes</li> <li>• Peer Feedback Form</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation Rubric</li> <li>• Blog or Story Rubric</li> <li>• Wiki Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Blog or Story Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation Rubric</li> <li>• Journals</li> </ul>

**Unit Details**

- Prerequisite Skills**
- Word processing skills
  - Internet searching proficiency
  - File management skills
  - Basic spreadsheet experience

**Instructional Procedures**

**Prior to Instruction**

Compile a collection of Cinderella stories from a variety of cultures. Prepare bookmarks to use during readings to guide critical thinking and understanding of the Cinderella versions across cultures. Distribute the Project-Based Learning brochure to introduce parents and other community members to the concept of projects in the classroom.

**Week One**

Pose the Essential Question, *Does happily ever after really exist?*

Begin by asking students if they all know the basics of the Cinderella story, either from reading a book or watching a movie. Most will know it. For those who do not, have them shadow another student during the next activity. Have students pair up to tell the story to each other. Then have pairs meet with other pairs to tell the story among themselves again. They will find that they agree on some parts and disagree on others. This is a great opportunity to talk about how stories develop and are interpreted differently all over the world. Clarify that Walt Disney is not the author of Cinderella, but that he interpreted it from Perrault's early version that most of us know. Read aloud and discuss elements of the fairy tale. Illustrate how fantasy and realism play important roles in the development of a fairy tale. Introduce the concept of point of view in storytelling.

Pose the Unit Question, *Of all the fairy tales ever written, why has the story of Cinderella been the one to capture the hearts of so many generations and cultures?* Tell students there are many versions of Cinderella from different countries and that they will have an opportunity to read several versions. Discuss with students the elements of a fairy tale. Show students how to use their [bookmarks](#) as a guide for keeping a journal of connections, by modeling how to use focus questions, mental images, inferences, and big ideas as you read *Cendrillon: A Caribbean Cinderella*. After reading, show students how to use the [Cinderella connection graphic organizer](#) to map key components of the story. Model how to create a list of new and unusual words, particularly those with cultural importance. Discuss how customs, family structure, setting, and time period influence the story of Cendrillon. Use a Venn

diagram to compare the Cendrillon story with the common Cinderella story.

### **Week Two**

Have students follow the same comparison process with other versions of Cinderella. To meet the diverse needs and interests of students, provide a wide variety of reading material at different levels of difficulty. To reinforce reading comprehension, have students use Venn diagrams to compare and contrast the Cinderella stories they read with Perrault's Cinderella story. Have cooperative groups develop a multimedia presentation comparing and contrasting each story. Distribute and review the presentation rubric to help students monitor their progress as they work on the presentations. The presentation rubric can also be used to formally assess the presentations.

### **Weeks Three and Four**

Pose the Unit Question, *How would the Cinderella fairy tale change if a different character told the story?* Pose the Content Question, *What is point of view?* Discuss points of view in fairy tales. Divide students into small groups and assign one of the characters (Cinderella, Fairy Godmother, Evil Stepmother, Ugly Stepsister, or Prince) from Cinderella to each. Then discuss the concept of point of view and how it can impact a story. Tell students that their task will be to work as a team to rewrite the story of Cinderella from the assigned character's point of view in a [blog](#) or story form. Read *The True Story of the Three Little Pigs* by Jon Scieszka. Discuss how the story changed when told from the wolf's point of view. Also, point out and discuss how different the story reads when told through the voice of a character, rather than a narrator. Give students the blog or story rubric to help them as they work on their writing.

Have students plan their story ideas using graphic organizers, lists, timelines, storyboards, or any brainstorming technique that works for them. Observe teams as they work, asking questions and taking anecdotal notes on their progress. Use these notes to plan instruction and coaching on collaboration and self-direction skills.

After students generate their initial story ideas, revisit the literary element of point of view and ask students to make sure it is included in their story ideas. Place students in small groups to get feedback on their blogs or stories. The peer feedback form helps authors to organize their thoughts and guides peers to provide constructive feedback. Allow plenty of time for teams to draft, write, and publish their work.

After stories are completed, ask students to create a class [wiki](#) to share their work with others. The wiki checklist guides the class as they work. Together, create a [survey form](#)\* to ask site visitors if point of view makes a difference in the telling of a tale. Post the form to the site and collect data regularly. After a sufficient amount of data is collected from the submitted surveys, analyze the data using spreadsheet software. Have students create graphs and charts to show the data. Finally, have students create a page that summarizes the data they collected and add it to the site as well. Help students to draw the conclusion that point of view makes a difference in the telling of a tale.

### **Week Five**

Visit engaging Cinderella Web sites to share other story and presentation ideas. Ask students to use a character from one of their group's stories to create "Wanted" posters. A poster may be of a notorious character from the story or it may highlight a hero or heroine by creating a "Wanted Happily Ever After" poster. Posters should reflect characteristics and deeds linked to the character, who may be looking for him or her, and any reward associated with finding the character. In all instances, poster information needs to be based on information from the story (evidence). Make sure to post the project requirements for students to see while they create their posters.

Plot locations on a world map to show the places Cinderella stories have taken the class. Discuss how place, time, and culture influence the story.

### **Week Six**

Pose the Unit Question, *What would happen in a modern day Cinderella story?* Have students brainstorm an initial list of answers to the question. Together, read a contemporary story, such as *The English Roses* by Madonna. Then, review the student list to determine whether the modern version

included any of their ideas. To dig deeper, instruct students to select a favorite character from all the stories they have read and ask them to consider how the character's traits might be applied to a "Thoroughly Modern Cinderella" story and how they might adapt their favorite character's traits to a modern-day rendition. Invite students to write their own Cinderella stories. To begin, pass out the [character analysis](#) graphic organizer to help students look deeper into character.

Demonstrate how the completed organizer can aid the story development process. Some students may need extra direction to help them plan their story ideas. Suggest using graphic organizers, lists, timelines, storyboards, or any brainstorming technique that works for them. Observe students while they work, asking questions and taking anecdotal notes on their progress. After students have drafted their stories, give them the peer feedback form, and assign each student to small peer review groups for feedback. They can then refine and elaborate their stories by using the suggestions from their peers.

### Wrapping Up

Conclude the unit by readdressing the Essential Question, *Does happily ever after really exist? Have students respond in their writing journals. Remind them to cite as many examples or as much evidence when answering the question. Later, bring the class together and have them share their responses.*

### Optional Extension Activity

At the end of week four, contact a local bookstore where published authors hold book signings and read their work aloud. See if the bookstore will host a student writers' night for your class. Assist the bookstore by having students complete author brochures about themselves and the fairy tales they wrote. Invite parents and other community members to attend the event.

### Accommodations for Differentiated Instruction

<b>Special Needs Student</b>	<ul style="list-style-type: none"> <li>• Make modifications as dictated in the student's IEP</li> <li>• Use cooperative grouping</li> <li>• Provide written and oral instructions in a variety of ways</li> <li>• Work with a parent or a teacher's aide for assistance</li> <li>• Provide teacher-created templates to guide work</li> <li>• Provide positive reinforcement for each accomplished benchmark</li> </ul>
<b>Nonnative Speaker</b>	<ul style="list-style-type: none"> <li>• Have the student share the Cinderella story of their culture of origin</li> <li>• Use cooperative grouping</li> <li>• Use visuals and illustrations to develop vocabulary and understanding</li> <li>• Encourage support from common language speakers who are more proficient in English</li> </ul>
<b>Gifted/Talented Student</b>	<ul style="list-style-type: none"> <li>• Have the student create a timeline of the Cinderella stories from around the world</li> <li>• Have the student predict how the story would evolve in the year 2025 and write a future Cinderella story for different cultures</li> <li>• Encourage the student to create a multicultural mural</li> <li>• Have the student write an essay on why no one Cinderella story is the "true" version</li> </ul>

**Materials and Resources Required For Unit**

**Technology – Hardware** (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input type="checkbox"/> Printer	<input type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera	<input type="checkbox"/> Projection System	<input type="checkbox"/> Video Conferencing Equip.
<input type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input type="checkbox"/> Television	

**Technology – Software** (Click boxes of all software needed.)

<input type="checkbox"/> Database/Spreadsheet	<input type="checkbox"/> Image Processing	<input type="checkbox"/> Web Page Development
<input type="checkbox"/> Desktop Publishing	<input checked="" type="checkbox"/> Internet Web Browser	<input type="checkbox"/> Word Processing
<input type="checkbox"/> E-mail Software	<input checked="" type="checkbox"/> Multimedia	<input type="checkbox"/> Other
<input type="checkbox"/> Encyclopedia on CD-ROM		

<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>• Climo, S. (1989). <i>The Egyptian Cinderella</i>. New York: HarperCollins Publishers.</li> <li>• Climo, S. (1993). <i>The Korean Cinderella</i>. New York: HarperCollins Publishers.</li> <li>• Compton, J. (1994). <i>Ashpet: An Appalachian tale</i>. New York: Holiday House.</li> <li>• De la Paz, M. (1991). <i>Abadeha, the Philippine Cinderella</i>. Los Angeles, CA: Pazific Queen.</li> <li>• Haviland, V. (1985). <i>Cenerentola. Favorite fairy tales told around the world</i>. New York: Little, Brown and Company.</li> <li>• Huck, J. (1989). <i>Princess furball</i>. Jefferson City, MO: Scholastic.</li> <li>• Louie, A. (1998). <i>Yeh-Shen, a Cinderella tale from China</i>. New York: Putnam.</li> <li>• Lum, D. (1994). <i>The golden slipper: A Vietnamese legend</i>. Jefferson City, MO: Troll.</li> <li>• Martin, R. (1992). <i>The rough-face girl</i>. New York: Putnam's Sons.</li> <li>• Mayer, M. (1994). <i>Baba Yaga and Vasilisa the Brave</i>. New York: Morrow Junior Books.</li> <li>• Mehta, L. (1985). <i>The enchanted anklet: A Cinderella story from India</i>. Toronto, CA: Lilmur.</li> <li>• Phumla. (1972). <i>Nomi and the magic fish: A story from Africa</i>. New York: Doubleday.</li> <li>• Pollock, P. (1995). <i>The Turkey girl: A Zuni Cinderella</i>. New York: Little, Brown and Company.</li> </ul>
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<p><b>Supplies</b></p>	<ul style="list-style-type: none"> <li>• San Souci, R. (1994). <i>Sootface: An Ojibwa Cinderella story</i>. New York: Doubleday Book for Young Readers.</li> <li>• San Souci, R. (1989). <i>The talking eggs</i>. New York: Dial Books for Young Readers.</li> <li>• Shah, I. (1979). The Algonquin Cinderella. <i>World tales</i>. Chicago: Harcourt Brace Jovanovich.</li> <li>• Steptoe, J. (1987). <i>Mufaro's beautiful daughters: An African tale</i>. Jefferson City, MO: Scholastic.</li> </ul>
<p><b>Internet Resources</b></p>	<ul style="list-style-type: none"> <li>• Cinderellas of the World WebQuest <a href="http://www.bsdtv.org/webquest/rthomas/cinderella.htm">www.bsdtv.org/webquest/rthomas/cinderella.htm</a>* An Internet WebQuest on Cinderella</li> <li>• A New Twist on an Old Tale <a href="http://oncampus.richmond.edu/academics/education/projects/webquests/cinderella">http://oncampus.richmond.edu/academics/education/projects/webquests/cinderella</a>* An Internet WebQuest on Cinderella</li> <li>• Cinderella Homepage: Web Page Design <a href="http://www.coe.unt.edu/TeacherTools/webquests/cinderella">www.coe.unt.edu/TeacherTools/webquests/cinderella</a>* Uses Bloom's Taxonomy to analyze traditional Cinderella</li> <li>• Cinderella Stories By Continent <a href="http://nancykeane.com/rl/322.htm">http://nancykeane.com/rl/322.htm</a>* List of Cinderella stories from around the world</li> <li>• Cinderella <a href="http://www.pitt.edu/~dash/type0510a.html">www.pitt.edu/~dash/type0510a.html</a>* Synopses of other Cinderella tales</li> <li>• Cinderella Around the World <a href="http://www.northcanton.sparcc.org/~ptk1nc/cinderella">www.northcanton.sparcc.org/~ptk1nc/cinderella</a>* Activities and links for students and teachers</li> <li>• The Cinderella Bibliography <a href="http://www.lib.rochester.edu/camelot/cinder/cinintr.htm">www.lib.rochester.edu/camelot/cinder/cinintr.htm</a>* Collection of resources</li> </ul>
<p><b>Other Resources</b></p>	<p>None</p>

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