



The Many Ways to Tell the Same Story

Cinderella is one character and one tale told worldwide in many cultures, in many versions through text, visuals, and sometimes with music and song. While characters and setting may change, the major event of innocent maiden wins prince charming is recognizable as in the Native American tale, Rough Face Girl, and the Hmong tale, Jouanah: A Hmong Cinderella.

National Standard > Language Arts

NL-ENG.K-12.2 Understanding the Human Experience (Grades 4, 5 & 6)

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

NL-ENG.K-12.3 Evaluation Strategies (Grades 4, 5 & 6)

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

NL-ENG.K-12.5 Communication Strategies (Grades 4, 5 & 6)

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

NL-ENG.K-12.6 Applying Knowledge (Grades 4, 5 & 6)

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

Kentucky: Language Arts

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

Reading (1.2)

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

(Grade 4)

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

(Grades 5 and 6)

RD-M-1.0.13 Describe literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.

Reflective Writing (1.11)

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

(Grades 4, 5 &6)

WR-E-1.1

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

Ohio: Language Arts>Reading Applications> Literary Text Standard

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

Benchmark(s) Grades 4, 5 &6

C. Identify the elements of plot and establish a connection between an element and a future event.

Ohio: Language Art> Writing Processes Standard

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

Benchmark(s) Grade 4

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

Benchmark(s) Grades 5 and 6

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

Ohio: Language Arts> Writing Applications Standard

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

Benchmark(s) Grade 4

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

Benchmark(s) Grades 5 and 6

B. Write responses to literature that extend beyond the summary and support judgments through references to the text.

Objective

Students will:

- Recognize and distinguish between major and minor events of the plot sequence in Cinderella, book and play.
- Understand how these events bring forward conflict, solution and future action in the Cinderella story.

Assessment

Student will be able to:

- Identify main and minor incidents of the plot sequence.
- Identify the main and minor events of the plot and explain their impact on moving the story forward from beginning to end.

Sample items to gauge student understanding:

1. Which is considered a major event of the story Cinderella?
 - a. Cinderella must do all of her sisters' chores.
 - b. Cinderella leaves the ball at midnight
 - c. Cinderella loses her glass slipper.
 - d. The stepsisters attend the ball. *(b and c)*
2. Explain your chosen answer(s) and tell why the event qualifies as a major event.
3. Explain how the chosen main event(s) helped to move the story forward, and bring it to conclusion/an end.

Vocabulary

- Main events
- Minor events
- Conflict (problem)
- Solution

Materials

- Handout A: *Cinderella Jeopardy*
- Handout B: *Cinderella Jeopardy Score Sheet*
- Overhead Projector
- Bells for each team
- Various versions of Cinderella (books)

Activity 1

Cinderella Jeopardy

Teacher will:

1. Introduce/review and define the concept of main and minor events of a story plot. (*Minor events generally have less of an affect on the story outcome).
2. Introduce various versions of the Cinderella story to demonstrate characteristics of a main or minor event.
3. Introduce the concept of the game, *Jeopardy*.
4. Have students divide into groups of four or five in order to team for a game of "Cinderella Jeopardy."

5. Review with students the vocabulary words as listed in the *Jeopardy* category titles.
6. Discuss the rules for the *Jeopardy* game.
Rules:
 - a. Teams will have thirty seconds to present an answer.
 - b. Teams may have only one speaker at a time. Speakers will rotate.
 - c. Teams will answer game questions with a question.
 - d. Team members will ring a bell when they think they know the answer.
 - e. Teams will sign their names in the boxes of the questions that they answer correctly. Writers rotate.
 - f. The team with this highest score when all questions are answered, wins.
7. Facilitate a round of "Cinderella Jeopardy." Include time to discuss how the main or minor events helped to move the Cinderella story forward to conclusion.
8. Crown the winners.

Students will:

1. Play a simulated version of the game, Jeopardy, called "Cinderella Jeopardy."
2. Explain why identified events are classified as a main or minor event.

Self-Selected Reading Suggestions

- Jones, C. (2005) Rapunzel. Minneapolis, Minn.: Picture Window Books.
- Jones, C. (2005) Beauty and the Beast. Minneapolis, Minn.: Picture Window Books.
- Chronicle Books. (2004) Princess Stories : A Classic Illustrated Edition. San Francisco: Chronicle Books.
- Ljungkvist, L. (2003) Snow White and the Seven Dwarfs. New York, N.Y.: H.N. Abrams, Publishers.
- Coburn, J. R. and Lee, T. C. (1996) Jouanah: A Hmong Cinderella. Freemont, CA.: Shen's Books.
- Martin, R. (1992) The Rough-Face Girl. New York: Putnam.
- Levine, G. C. (1997) Ella Enchanted New York: HarperCollins.

Writing Tiered Activities

Introductory

- Students will identify three major events and three minor events from the Cinderella story and write an explanation for their choices.

Intermediate

- Students will choose one major event and one minor event to alter from the Cinderella story that will change the final story outcome, and then write a narrative to explain how the changes made a difference.

Advanced

- Students will read another classic fairy tale and create a grid of *Jeopardy* questions with the same category titles. Students will then divide into teams and play the new game to practice recognizing the differences

between major and minor events and their influence on future actions in the story.

Activity Extensions

- View another filmed version of Cinderella and ask students to point out any subtle changes in major events or minor events of the story and their influence on a 'happily ever after' ending. (*See fair use practice disclaimer stated previously*)
- Make new copies of the *Jeopardy* grid and have students sequence the major and minor events to illustrate the story plot sequence from beginning to end.
- Use graphic organizer software to create a story map of Cinderella that reflects the main events of the story.

Student Handout A

Sample Cinderella Jeopardy



Name _____

Symbols	Problems	Main Events	Minor Events	Happily Ever After Quotes
Fairy Godmother (Who makes dreams come true?) or (What is a symbol of hope?)	The Prince is looking for a _____. (What is a bride or princess?)	Mice sew _____ for Cinderella to wear at the ball. (What is a dress?)	The king declared a royal proclamation that there would be _____. (What is a ball?)	A _____ is a wish your heart makes when you're fast asleep. (What is a dream?)
Glass Slipper (What is the anticipation of good fortune?) or (What is an object of foretelling?)	Cinderella is without a _____ and cannot attend the ball. (What is a ball gown or dress?)	Stepsisters did this to Cinderella's dress. (What is to rip and tear?)	The stepmother's reaction at Cinderella's request to attend the ball. (What is "first you must finish your chores"?)	Even _____ take a little time. (What are miracles?)
Stepsisters (What is a symbol of mistreatment or evil?)	The fairy godmother's spell only lasts until _____. (What is midnight)	_____ arrives to assist Cinderella. (Who is the Fairy Godmother?)	The stepsisters throw a pile of _____ on Cinderella's head to clean. (What are socks?)	Believe! (What must you do to make your dreams come true?)
Pumpkin (What is a symbol of transportation?)	The Prince is upset. (What is the Prince's reaction when Cinderella leaves the ball?)	The tower attic (In what room does the stepmother lock Cinderella into?)	Neither one fits (What is the foot of each step-sister?)	Living with the prince at the palace (What is Cinderella's happily ever after?)
Mice (What is a symbol of friendship?)	The glass slipper breaks. (What happens before Cinderella is able to try on the slipper?)	The second glass slipper (What does Cinderella give to the Grand Duke proving she danced with the Prince?)	Cinderella is invited to join Prince (What happens after Cinderella presents the second glass slipper?)	Snow White, Rapunzel, and Sleeping Beauty (What are other fairy tales with a Prince and a happy ending?)

Student Handout B
Cinderella Jeopardy Scoresheet



Name _____

Symbols	Problems	Main Events	Minor Events	Happily Ever After Quotes
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500