



# Cinderella around the World

## Social Studies

### Geography

Cinderella is set in a mythical kingdom that can be described as somewhere “over there” and “far, far away”.

### National Standards > Geography

#### **NSS-G.K-12.1 The world in spatial terms**

- Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Understand how to use mental maps to organize information about people, places, and environments in a spatial context.
- Understand how to analyze the spatial organization of people, places, and environments on Earth's surface.

### Kentucky: Social Studies

2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives

#### **Geometry (2.19) (Grades K-3)**

2.19: Students recognize and understand the relationship between people and

geography and apply their knowledge in real-life situations.

**SS-E-4.1.1** Simple physical, political, and thematic maps, globes, charts, photographs, aerial photography, and graphs can be used to find and explain locations and display information.

### Ohio: Social Studies > Geography

- Use knowledge of geographic locations, patterns and processes to show interrelationship between the physical environment and human activity.
- Explain the interactions that occur in an increasingly interdependent world.

#### **Benchmark(s) Grades K-2**

**A.** Identify the locations of the state of Ohio, the United States, the continents and oceans on maps, globes, and other geographic representations.

#### **Benchmark(s) Grade 3**

**A.** Use map elements or coordinates to locate physical and human features of North America.

## Grades K-1

### **Objective**

Students will:

- Identify and correctly use terms related to location, direction and distance including: up/down, over/there, front/back/ behind/in front of, left/right, near far.

### **Assessment**

Students will be able to:

- Locate specific places on a map and use geographical terms to describe their proximity and directional relationship to one another.

Sample items to gauge student understanding. Circle the correct answers

1. The circle is near or far from the X?     (*near*) **X**
2. The circle is over or under the X?     (*over*) **X**
3. The circle is up or down? The X is up or down?     (*down, up*) **X**

### **Vocabulary**

- Up/Down
- Over/Under
- Here/There
- Front/Back
- Behind/In front of
- Left/Right
- Near/Far

### **Materials**

- World Map
- Copies of the play *Cinderella Around the World* by Jenny Kidd (See website below)
- Handout A: *My Kingdom is Right Here* (1 per student)

### **Activity1**

#### **Cinderella Around the World**

Teacher will:

1. Introduce the concept and a physical example of a map to explain/review its function and purpose.
2. Display a world map on an overhead projection, electronic whiteboard or physical wall map.
3. Indicate a map location for the story/play, Cinderella, as implied in The Children's Theatre production.
  1. Highlight the location through some format such as with a star, by circling, etc.
  2. Locate and label the following places on the map: France, Canada, Brazil, China, Antarctica, Uganda, and Australia. (Students may first

- require a lesson on the concepts of countries/continents to understand the location of these places.)
3. Read aloud the play, *Cinderella Around the World* (see Web Site for access to document), and point to the location on the map to specific places when referenced in the story.
  4. Introduce and define the vocabulary terms. Provide examples and modeling for student understanding.
  5. Use the terms to describe the location of the above places on the map in regards to the highlighted map location of Cinderella's kingdom (e.g., near, far, over there, etc.).
  6. Mark locations on the floor to indicate the locations in the play, *Cinderella Around the World*.
  7. Have students stand at the various locations.
  8. Review each place on the map and have students use directional terms to describe their location in reference to one another.

**Students will:**

1. Listen to the play, *Cinderella Around the World*, read aloud.
2. Apply directional terms to describe specific locations on a map as identified in the play.
3. Apply directional terms while standing in specific classroom locations to describe their proximity and directional relationship to one another.

**Grades 2-3**

**Teacher will:**

1. Pass out unlabeled world maps.
2. Assist and have students locate and label the following places on the map: France, Canada, Brazil, China, Antarctica, Uganda, and Australia. (*Students may first require a lesson on the concepts of countries/ continents to understand the location of these places.*)
3. Review the vocabulary terms for student application to describe the location of the above places in regard to Cincinnati, Ohio, or the students' school community.
4. Divide students into groups of seven and pass out one *Cinderella Around the World* scene (printed script) to each group.
5. Ask students to read their specific scene.
6. Have students in each group select a role or part to read aloud.
7. Have students act out their specific scene, reading from their scripts. A member from each group will then proceed to point out on a large world map the location of the setting for their scene.
8. Review each place on the map and have students use directional terms to describe the map locations in reference to one another.
9. Have students complete the *My Kingdom is Right Here!* activity handout.

**Students will:**

1. Engage, read and narrate the play, Cinderella Around the World, consisting of different versions of Cinderella, each scene set in a different global location.
2. Identify map locations as indicated in the play, Cinderella Around the World.
3. Apply directional terms to describe specific locations and spatial relationships.
4. Complete the handout activity.

### **Activity Extensions**

- Students will create a directional-term picture dictionary by drawing a picture for each term showing the location of a person, place, or thing in relation to another person, place or thing.
- Students will develop directions for a scavenger hunt map that includes five directional terms to assist finding an object in the classroom.
- Students will draw a picture of their favorite Cinderella version on a quilt piece that is then quilted together with others. All pieces will include an outline of the country and flag in which the Cinderella story originated.



# Student Handout

## My Kingdom is Right Here!

Name \_\_\_\_\_

Directions:

1. Locate and label on your world map the following places: France, Canada, Brazil, China, Antarctica, Uganda, and Australia.
2. Select a location (country of your choice) for your kingdom.
3. Circle the directional terms to indicate the location of your kingdom to that of other locations on the world map.

My kingdom of \_\_\_\_\_ is to the **left** **right**  
of France.

My kingdom of \_\_\_\_\_ is **here** **over there.**

My kingdom of \_\_\_\_\_ is **near to** **far from**  
Canada.

My kingdom of \_\_\_\_\_ is **up above** **down from**  
Australia.

My kingdom of \_\_\_\_\_ is **above** **below**  
China.

My kingdom of \_\_\_\_\_ is **near to** **far from**  
Brazil.

My kingdom of \_\_\_\_\_ is to the **left** **right**  
of Uganda.

My kingdom of \_\_\_\_\_ is **up above** **down from**  
Antarctica.

## Cinderella Resources



### **Academic Standards:**

Education World > National and State Standards

<http://www.educationworld.com>

Kentucky Department of Education (core content for assessment)

<http://www.education.ky.gov>

Ohio Department of Education

<http://www.ode.state.oh.us>

National Council of Teachers of English

<http://www.ncte.org>

National Council of Teachers of Mathematics

<http://www.nctm.org>

National Science Teachers Association

<http://www.nsta.org>

National Council for the Social Studies

<http://www.ncss.org>

### **Web Resources:**

Kidd, Jenny. [Cinderella Around the World](#).

<http://www.salem.k12.va.us/south/cinderella/play.htm>.

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