AN ALGONQUIN Cinderella

ArtReach

Study Guide

Play Written by Mary Tensing

Touring September 16 - November 15, 2013

Grades K-8

Call 513.569.8080 x20 for more information and to book your show!
An Algonquin Cinderella– Lesson Plans and Activities

Synopsis

ArtReach brings to life a story inspired by the award-winning book *The Rough-Face Girl*, by Rafe Martin, with our production of *An Algonquin Cinderella*. It is a Native American retelling of the classic Cinderella story.

Your students will be abuzz with the similarities and differences between the Cinderella they know and our version. The evil stepmother is replaced by an aging, somewhat clueless father. The mean sisters are still there, but instead of dirty clothes, the Rough-Face Girl gets her name because of the cruel treatment her siblings subject her to. And in the place of Prince Charming, experience the wonderful and mysterious Strong Wind, whom no person has ever seen...except for his stern and magical sister.

And let’s not forget the Rough-Face Girl, our Cinderella figure herself. She shows great attributes of compassion, humility and patience. She takes time to enjoy the simple pleasures of life by the lake, and feels shame at her lack of fancy beads, shells or moccasins. But rather than accept her lot in life, she decides to journey to Strong Wind herself, to see if he will take her as his bride.

With humor, song and dance, this excellent script by Mary Tensing moves quickly through a beautiful story about standing up for oneself and keeping one’s heart pure. We specifically want this show to reinforce your Native American, autumn and Thanksgiving-themed classroom topics. Please find some of our suggested activities and lesson plans in this study guide, and enjoy the show!

Hello Teachers!

We at ArtReach hope you use the activities and worksheets in this study guide to enhance your students’ understanding and enjoyment of our show. Please be sure to encourage your students to participate in the question-and-answer segment at the end of every ArtReach play, so the actors can have a chance to encourage more projects and investigation. Thank you!

“*It’s a great day when you see a play!”*
An Algonquin Cinderella – Lesson Plans and Activities
Lesson 1 - Post-show
Making Inferences

Studying the characters of An Algonquin Cinderella, it is easy to see how these people affect the outcome of the story. This lesson is an exploration of what would happen if certain characters were removed from the story and making inferences regarding how the story would be affected.

Kentucky Standards
- Developing an Initial Understanding (Grades Primary-5)
  - Students will make inferences or draw conclusions based on what is read.
- Interpreting Text (Grades Primary-5)
  - Students will explain a character’s or speaker’s actions based on a passage.

Ohio Benchmarks/Standards
- Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard (Grades K-3)
  - Make predictions from text clues and cite specific examples to support predictions.
- Reading Applications: Literary Text (Grades K-3)
  - Use supporting details to identify and describe main ideas, characters and setting.
- Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard (Grades 4-7)
  - Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.
- Reading Applications: Literary Text (Grades 4-7)
  - Describe and analyze the elements of character development.
  - Identify the elements of plot and establish a connection between an element and a future event.

Objectives
Students will…
1. Recall and identify characters from An Algonquin Cinderella.
2. Explain how characters affect other characters and future events in the story.
3. Make inferences about how the story would change if specific characters were removed from the story.
4. Write a response to the story of An Algonquin Cinderella regarding inferences that have been made about the story.

Suggested Assessment

Students will be able to:
1. Read teacher selected fairy tales and explain how the characters affect other characters and future events in the story orally or in writing.

Vocabulary
- Character
- Inference

Materials
- Writing paper
- Pen/pencil
An Algonquin Cinderella – Lesson Plans and Activities

Activity
Title – What Do They Matter?

Students will...
1. Recall characters from An Algonquin Cinderella.
   a. The Rough-Face Girl
   b. The two sisters
   c. Strong Wind
   d. Strong Wind’s sister
   e. Villagers
2. List events or actions that each character was a part of and explain how these events or actions affect other characters or events throughout the story.
3. Choose a character and make inferences about how the story would change if that character was removed from the story. Use details and ideas from the story to explain the reason for the inference that was made.
4. Repeat steps 2 & 3 for the rest of the characters.
5. Analyze the inferences made regarding all of the characters and their importance to the story.
6. Evaluate which character is one of the most important characters in the story based on the inferences regarding how the story would change if the character was removed.
7. Write a paragraph explaining the analysis and evaluation of removing a character from the story.
8. Present findings to the class.

Extension

Students will...
1. Perform a segment / scene from An Algonquin Cinderella with one of the characters removed to show how the scene might be changed.

Additional Reading Suggestions
- Here are some books and websites that have a version of Cinderella stories for student/teacher reference. These versions are somewhat different from the play performed by The Children’s Theatre, but the basics are the same.
  - http://www.ala.org/offices/resources/multicultural
  - http://www.pitt.edu/~dash/perrault06.html
  - http://www.pitt.edu/~dash/greenknight.html
Lesson 2 - Post-show
Genre Study – Elements of a Fairy Tale

While most children have heard many fairy tales throughout their life, many children have not really analyzed fairy tales to see that they all have some things in common. After completing this lesson, students should be able to identify the elements that are incorporated into stories making them fairy tales.

Kentucky Standards
- Developing an Initial Understanding (Grades 4-5)
  - Students will identify and describe the characteristics of fiction, nonfiction, poetry or plays.

Ohio Benchmarks/Standards
- Reading Applications: Literary Text (Grades K-3)
  - Recognize the defining characteristics and features of different types of literary forms and genres.
- Reading Applications: Literary Text (Grades 4-7)
  - Identify similarities and differences of various literary forms and genres.

Objectives
Students will...
1. Learn/review the meaning of genre.
2. Identify fairy tales as a genre of literature.
3. Recall the elements of a fairy tale.
4. Identify the elements of fairy tales while reading a fairy tale.

Suggested Assessment
Students will be able to:
1. State the elements of fairy tales.
2. Read a teacher assigned fairy tale, then identify and record the part of the fairy tale that relates to each of the elements learned.

Vocabulary
- Fairy tale
- Genre
- Element
- Fantasy
- Royalty
- Conflict or problem
- Theme (lesson taught)

Materials
- Writing paper
- Pen/pencil
- Several fairy tales for students to read/be read to
- Handout – “Elements of a Fairy Tale”
An Algonquin Cinderella – Lesson Plans and Activities

Activity
Title – Once Upon a Fairy Tale

Students will…

1. Learn or review the term genre.
2. Recall some of the books they have read/heard as fairy tales (Cinderella, Sleeping Beauty, Rumplestilskin, Little Red Riding Hood, The Three Bears, Snow White and the Seven Dwarfs, etc.).
3. List the elements of a fairy tale.
   a. Begins with Once Upon a Time, Once long ago, Long, long ago, etc.
   b. Story setting is usually in a castle, forest, or town
   c. Story has good / nice characters
   d. Story has mean / bad characters
   e. Many of the characters are animals or members of royalty
   f. Story has magic
   g. Story has the numbers 3 or 7 in it
   h. Story has a problem
   i. Problem in the story is solved
   j. Good wins / outsmarts bad
   k. Ending is "happily ever after"
4. Recall events from An Algonquin Cinderella that relate to each of the elements of fairy tales.
   a. ie. There were three questions that Strong Wind’s sister asked each girl.
5. Discuss how the elements of a fairy tales relate to other fairy tales that were mentioned previously.
6. Read teacher selected fairy tales and identify the parts of the story that relate to the elements of a fairy tale.

Extension

Students will…
1. Write their own fairy tale using all of the elements of a fairy tale.
Look at the list stating the elements of a fairy tale. After watching or reading a fairy tale, identify the parts of the story that match each of the elements of a fairy tale.

1. Begins with Once Upon a Time, Once long ago, Long, long ago, etc.
2. Story setting is usually in a castle, forest, or town
3. Story has good / nice characters
4. Story has mean / bad characters
5. Many of the characters are animals or members of royalty
6. Story has magic
7. Story has the numbers 3 or 7 in it
8. Story has a problem
9. Problem in the story is solved
10. Good wins / outsmarts bad
11. Ending is "happily ever after"

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Name: _______________________________________________

One of the reasons that the story of An Algonquin Cinderella is a fictional story is that there is some magic in it. There are many other changes that really do take place in our daily lives. Some of these changes are physical, while others are chemical. Read the definition of physical and chemical changes below. Then read the “change” statements and decide what type of change they are showing. If it is a physical change, circle “P” in front of the statement. If it is a chemical change, circle “C” before the statement.

Physical change: Any change in a substance that does not produce a new or different substance.

Chemical change: A change in a substance that produces a totally new and different substance.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>C</td>
<td>1) A piece of paper is crumpled up and thrown in the trashcan.</td>
</tr>
<tr>
<td>P</td>
<td>C</td>
<td>2) Eggs are cooked on the stove.</td>
</tr>
<tr>
<td>P</td>
<td>C</td>
<td>3) A wooden log burns in a fire.</td>
</tr>
<tr>
<td>P</td>
<td>C</td>
<td>4) Ice melts.</td>
</tr>
<tr>
<td>P</td>
<td>C</td>
<td>5) A fork and knife are used to cut a juicy steak.</td>
</tr>
<tr>
<td>P</td>
<td>C</td>
<td>6) A juicy steak is digested in the body after being eaten.</td>
</tr>
<tr>
<td>P</td>
<td>C</td>
<td>7) Cookie dough is baked in the oven to make cookies.</td>
</tr>
<tr>
<td>P</td>
<td>C</td>
<td>8) A puddle of water evaporates and turns into water vapor.</td>
</tr>
<tr>
<td>P</td>
<td>C</td>
<td>9) A window was broken because a rock was thrown through it.</td>
</tr>
<tr>
<td>P</td>
<td>C</td>
<td>10) A banana brown because it sat on the counter too long.</td>
</tr>
</tbody>
</table>
An Algonquin Cinderella – Lesson Plans and Activities
Changes

Name: _________

One of the reasons that the story of An Algonquin Cinderella is a fictional story is that there is magic in it. There are many other changes that really do take place in our daily lives. Some of these changes are physical, while others are chemical. Read the definition of physical and chemical changes below. Then read the “change” statements and decide what type of change they are showing. If it is a physical change, circle to “P” in front of the statement. If it is a chemical change, circle the “C” before the statement.

**Physical change**: Any change in a substance that does not produce a new or different substance.

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(P) C 1) A piece of paper is crumpled up and thrown in the trashcan.

P (C) 2) Eggs are cooked on the stove.

P (C) 3) A wooden log burns in a fire.

(P) C 4) Ice melts.

(P) C 5) A fork and knife are used to cut a juicy steak.

P (C) 6) A juicy steak is digested in the body after being eaten.

P (C) 7) Cookie dough is baked in the oven to make cookies.

(P) C 8) A puddle of water evaporates and turns into water vapor.

(P) C 9) A window was broken because a rock was thrown through it.

P (C) 10) A banana turns brown because it sat on the counter too long.
An Algonquin Cinderella – Lesson Plans and Activities
Out of Sequence

Name: _____________________________________________

The events below, from An Algonquin Cinderella, are out of sequence from the way they took place in the story. Put them in order by placing a number on the line in front of the statement. Put a “1” in front of the first event that took place, a “2” in front of the second event, and so on.

_____ Strong Wind takes the Rough-Face Girl as his bride.

_____ The father tells the Rough-Face Girl he does not have anything left for her.

_____ The two sisters are sent away from Strong Wind’s sister.

_____ Strong Wind’s sister is impressed that the Rough-Face Girl has a pure heart.

_____ The two sisters go to see Strong Wind, and his sister asks them three questions.

_____ The Rough-Face Girl’s sisters force her face into the fire, scarring her cheeks.

_____ The Rough-Face Girl makes a dress out of birch tree bark.
An Algonquin Cinderella – Lesson Plans and Activities

Out of Sequence

Name: _________

Answers__________________________________

The events below, from An Algonquin Cinderella, are out of sequence from the way they took place in the story. Put them in order by placing a number on the line in front of the statement. Put a “1” in front of the first event that took place, a “2” in front of the second event, and so on.

7   Strong Wind takes the Rough-Face Girl as his bride.

4   The father tells the Rough-Face Girl he does not have anything left for her.

3   The two sisters are sent away from Strong Wind’s sister.

5   The Rough-Face Girl decides to try to meet Strong Wind.

2   The two sisters go to see Strong Wind, and his sister asks them three questions.

1   The Rough-Face Girl’s sisters force her face into the fire, scarring her cheeks.

6   The Rough-Face Girl makes a dress out of birch tree bark.
**Character Traits**

Name: ________________________________

Sometimes we can use one word or phrase to describe what a character is like. Read the words and phrases below. Match the words to a character from *An Algonquin Cinderella* by drawing a line from the character to the word that describes them.

<table>
<thead>
<tr>
<th>Character</th>
<th>Trait</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>mean-spiritied</td>
</tr>
<tr>
<td>The two sisters</td>
<td>humble</td>
</tr>
<tr>
<td>Strong Wind</td>
<td>aged</td>
</tr>
<tr>
<td>The Rough-Face Girl</td>
<td>inquisitive</td>
</tr>
<tr>
<td>Strong Wind’s sister</td>
<td>mysterious</td>
</tr>
</tbody>
</table>
An Algonquin Cinderella – Lesson Plans and Activities

Character Traits

Name: __________  Answers ______________________________

Sometimes we can use one word to describe what a character is like. Read the words below. Match the words to a character from An Algonquin Cinderella by drawing a line from the character to the word that describes them.

- Father
- The two sisters
- Strong Wind
- The Rough-Face Girl
- Strong Wind’s sister

- mean-spiritied
- humble
- aged
- inquisitive
- mysterious
An Algonquin Cinderella – Lesson Plans and Activities

STUDY GUIDE SURVEY

We value your input! Please take a moment to let us know how we are doing.

School ___________________________ Grade levels of your students _____________
Show title _________________________

How much of this study guide did you use? All A lot Half Only a little
Please circle the appropriate response:
6 = strongly agree; 5 = agree; 4 = somewhat agree; 3 = somewhat disagree; 2 = disagree; 1 = strongly disagree;
N/A = does not apply
For me, this study guide enhanced the play _____________________________
N/A
The lessons offered fit my curriculum _____________________________
N/A
Overall, I found this study guide useful _____________________________
N/A

Did you get the study guide from The Children’s Theatre of Cincinnati’s website? Y N

Was there a specific lesson/activity that you really liked or did not like? Why? _____________________________

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What would you like to see offered in future study guides? _____________________________

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We appreciate any further comments. Please use the back if necessary. _____________________________

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Your name (optional) ___________________________ Position/Title _____________________________

Email (optional) _____________________________

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