

**Lesson Title:** Finding the “Real” Cinderella

**Created and Submitted by:** Esmeralda C. Rodriguez and Veronica Ramos

**School Name:** Matias De Llano Jr. Elementary

**District:** United I.S.D.

**Roles:** School Librarian and 4<sup>th</sup> Grade G.T. Teacher

**Grade Level:** 4<sup>th</sup>

**Lesson Plan Objectives:**

At the end of this lesson, students will be able to:

1. Compare/contrast two different versions of the “Cinderella” story.
2. Identify similarities and differences using the original (French) version of the classic Cinderella story and either the Korean or Persian version of this fairytale.
3. Create a Venn diagram using details from two stories.

**ELA-R TEKS:**

§110.15.b.

(3) Reading/Comprehension of Literary Text/Theme and Genre.

(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.

**Other Content Area Addressed:**

Technology will be utilized when developing the project to be created electronically for print to display on the classroom bulletin board as an extension.

**Standards for the 21st-Century Learner Indicators:**

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.

**Classroom Teacher – School Librarian(s) Collaboration:**

- Classroom teacher creates outline of the Venn diagram to be used.
- School librarian selects two Cinderella story books to compare for initial lesson and an assortment of other versions for group/individual assignments.
- Together the educators will review details of the stories to create a rough diagram of what they want the students to include on the group/individual assignments students will produce.
- Teacher will gather materials needed to create the diagrams: thin markers or pencils, hard copies of Venn diagrams, one per group, one for class use, and one per student from the following site [http://www.readwritethink.org/files/resources/interactives/venn\\_diagrams/](http://www.readwritethink.org/files/resources/interactives/venn_diagrams/) and AV equipment with laptop or individual laptops/computers if available.

**Measurable Outcome or Final Product:** After educator modeling, students will create both group and individual Venn diagrams to compare the French version of Cinderella to a second version of the classic fairytale.

**Assessment Tool:** Venn diagram

**Resources:**

- *The Korean Cinderella* by Shirley Climo (New York: Harper Collins Publishers 1993)
- *The Persian Cinderella* by Shirley Climo (New York: Harper Collins Publishers 1999)
- A copy of the classic (French) version of the fairytale *Cinderella*
- Additional resources of variants on the tale can be found at:  
<http://www.lowvilleacademy.org/webpages/MBlow/cinderella.cfm?subpage=867728>
- Venn diagram  
[http://www.readwritethink.org/files/resources/interactives/venn\\_diagrams/](http://www.readwritethink.org/files/resources/interactives/venn_diagrams/)

**Estimated Lesson Time:** Three 45-minute sessions plus the extension project

Day 1

- Read original story.
- Present motivation for lesson.
- Read different version of story.
- Introduce or review a Venn diagram.
- Create class Venn diagram.
- Discuss class Venn diagram.

Day 2

- In groups review 1<sup>st</sup> version and read new/other version of Cinderella story.
- Create group Venn diagram.
- Share group work with class.

Day 3

- Each student will select a new/other version of a Cinderella story.
- Create individual/independent Venn diagram.
- Share with class or turn in to teacher for individual/independent assessment grade.

**Extension Project** may be scheduled for Day 4 or may be scheduled for an extra credit project to be worked on at home over a set time frame. (refer to Extension section at the end of the lesson)

**Instructional Plan Outline/Implementation Steps:**

**Preparation**

- Have AV equipment (projector) available for class to view and participate in the class Venn diagram activity.
- Have a copy of a blank Venn diagram ready to pass out for group activity.
- Prepare any method for randomly selecting students to read. (ex. prepare a magic wand with each of the students' names on them and place them in a pouch/container with a cover or picture of a glass slipper on it)

- Read the classic (French) version of the fairytale “Cinderella”. Any copy that your local library has available so as to familiarize those students who have not read the book or heard the classic fairytale.
- Have students participate in “Popcorn Reading” to read the new story or other version of the Cinderella tale to the class. This is done by the classroom teacher and librarian randomly selecting one student at a time to read so that each student takes a turn. (refer to #3 for selection method)
- Divide the students into groups so they may work in a cooperative manner to create their group Venn diagrams.

### **Motivation**

1. Ask students to identify the following people: Present different versions of names that are given to Santa Claus around the world. (ex. Jultomten – Sweden, Père Noël – France, Weihnachtsmann - Germany)
2. Discuss why they are all different names for the same person/character. (Provide pictures if available.)
3. Discuss whether or not they think Santa Claus from the different countries represents Santa the same way that he does in the United States.
4. Discuss and compare the various ways that Santas around the world do their “jobs” differently (based on different traditions and beliefs).
5. Discuss a modern-style Santa that might be different from the one they are used to hearing about in books. (ex. The Santa from the movie *ELF* that in conjunction with reindeer uses a jet-fueled motor that runs on “Christmas Cheer.”)

### **Presentation**

6. On the first day of the lesson, educators read and lead students in a discussion of the two Cinderella books. When educators lead the discussion, I recommend they use think alouds and record information on a graphic organizer.
7. Educators model how to use a Venn diagram by explaining what information goes in which area of the diagram.
8. Together, educators and students use the Venn diagram to compare the two versions of the fairytale.

### **Guided Practice**

9. On the second day of the lesson, educators monitor as students get into groups, read another *Cinderella* variant of their choice and use the graphic organizer to compare the original story read to them (French version) and the version they have selected.

### **Closure**

10. Students present group work and share the Venn diagram they created.
11. After comparing the different group diagrams students each select a version that they have not yet read and work individually to create their own Venn diagram of the two stories.
12. What were some of the differences between the two versions?
13. What were some of the similarities of the two versions?

### **Assessment**

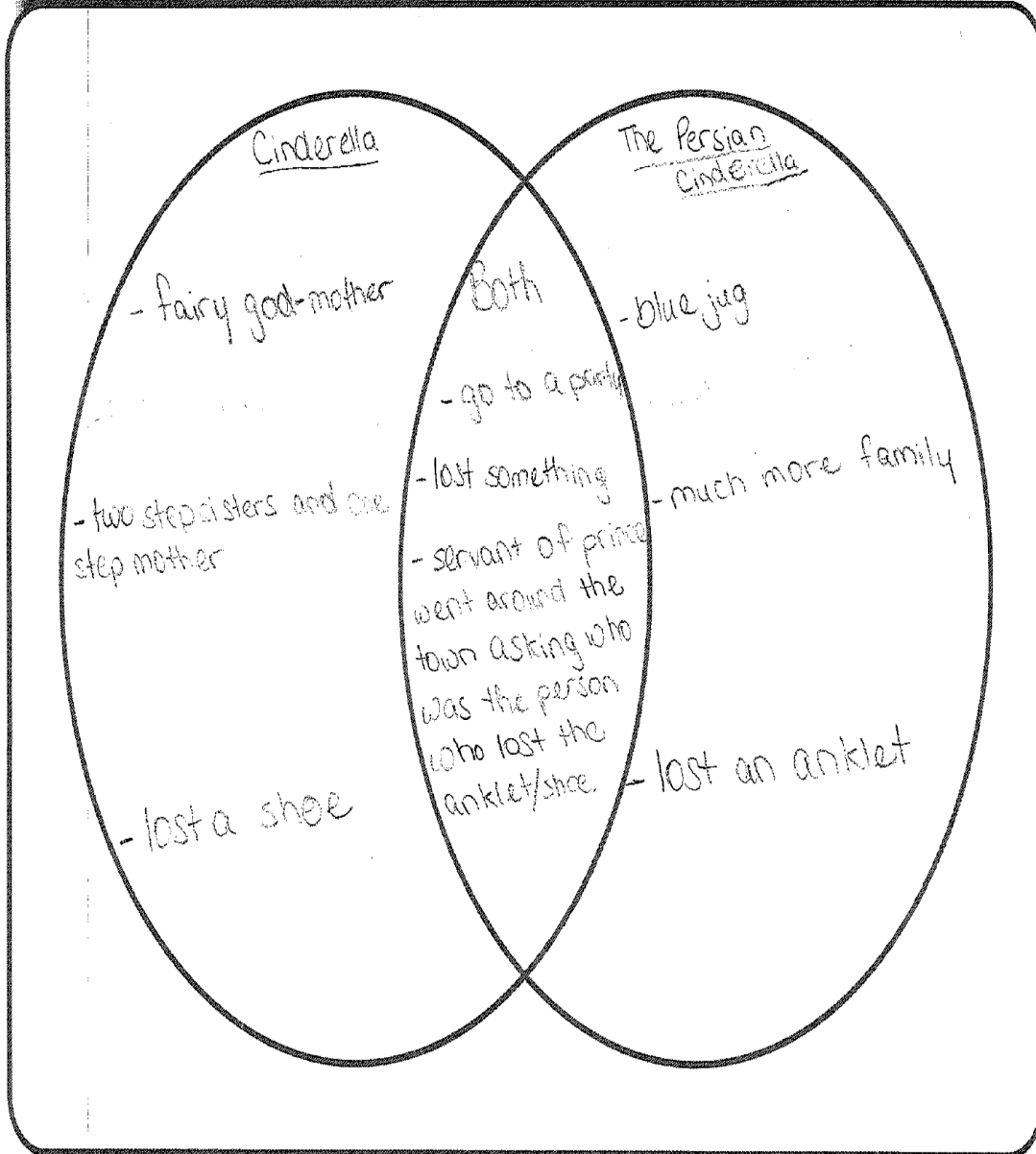
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14. Review group diagrams with the class to identify different details.
15. Decide if individual student diagrams offer details that were covered in most or all of the group diagrams.

**Extension**

16. Have students display their individual work on the bulletin board and discuss ways in which this project could be done with other subject areas or other favorite books.
17. Students will create their own version of the “Cinderella” story with characters, setting and customs to fit an invented country, culture, or era. An example of a recreated version of a fairytale would be the movie *Enchanted* which is based on the fairytale “Snow White.” Among varying details of the fairytale, the setting evolves from being fictional and animated to a real-life modern version set in New York City.

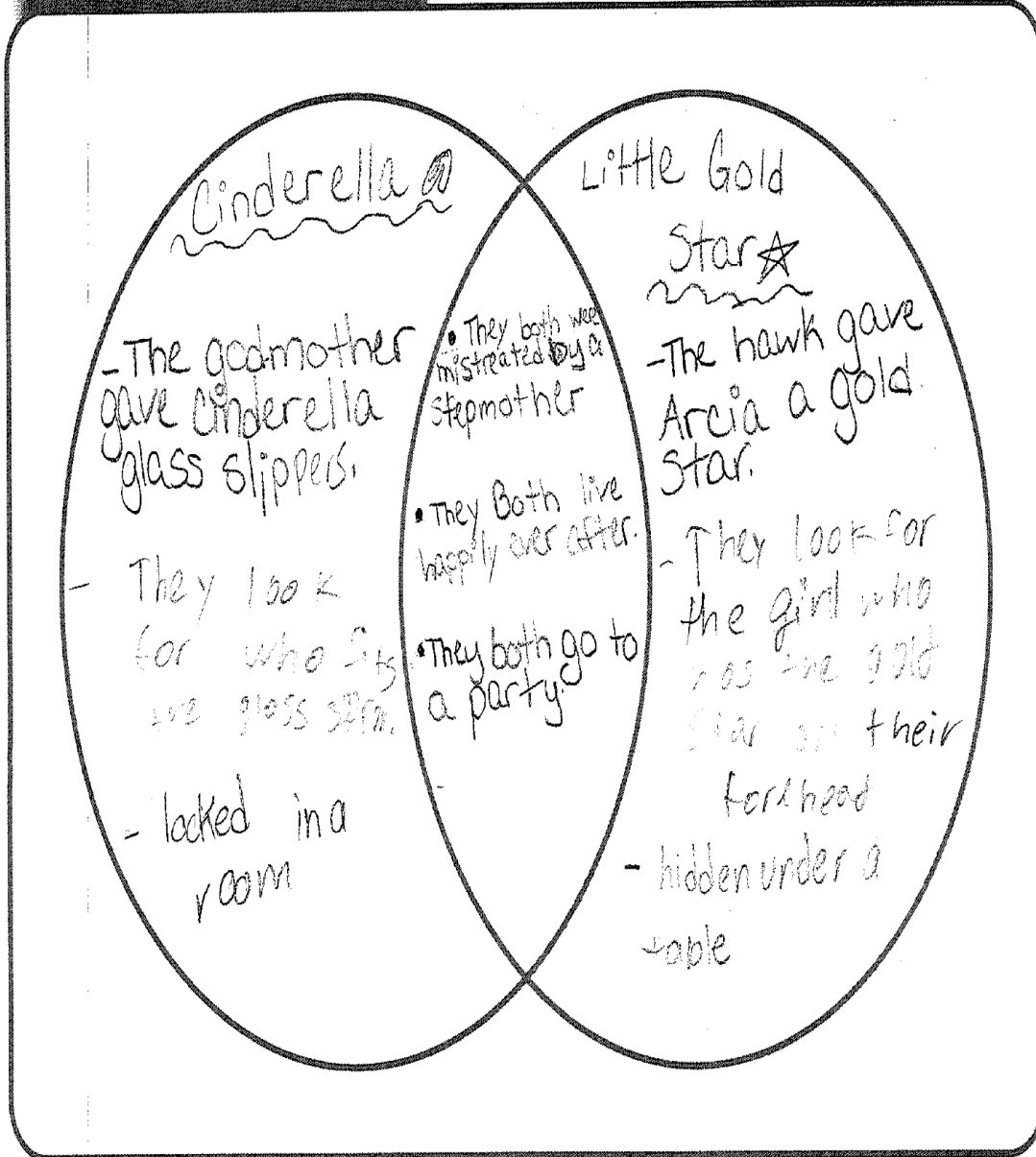
## Venn Diagram, 2 Circles



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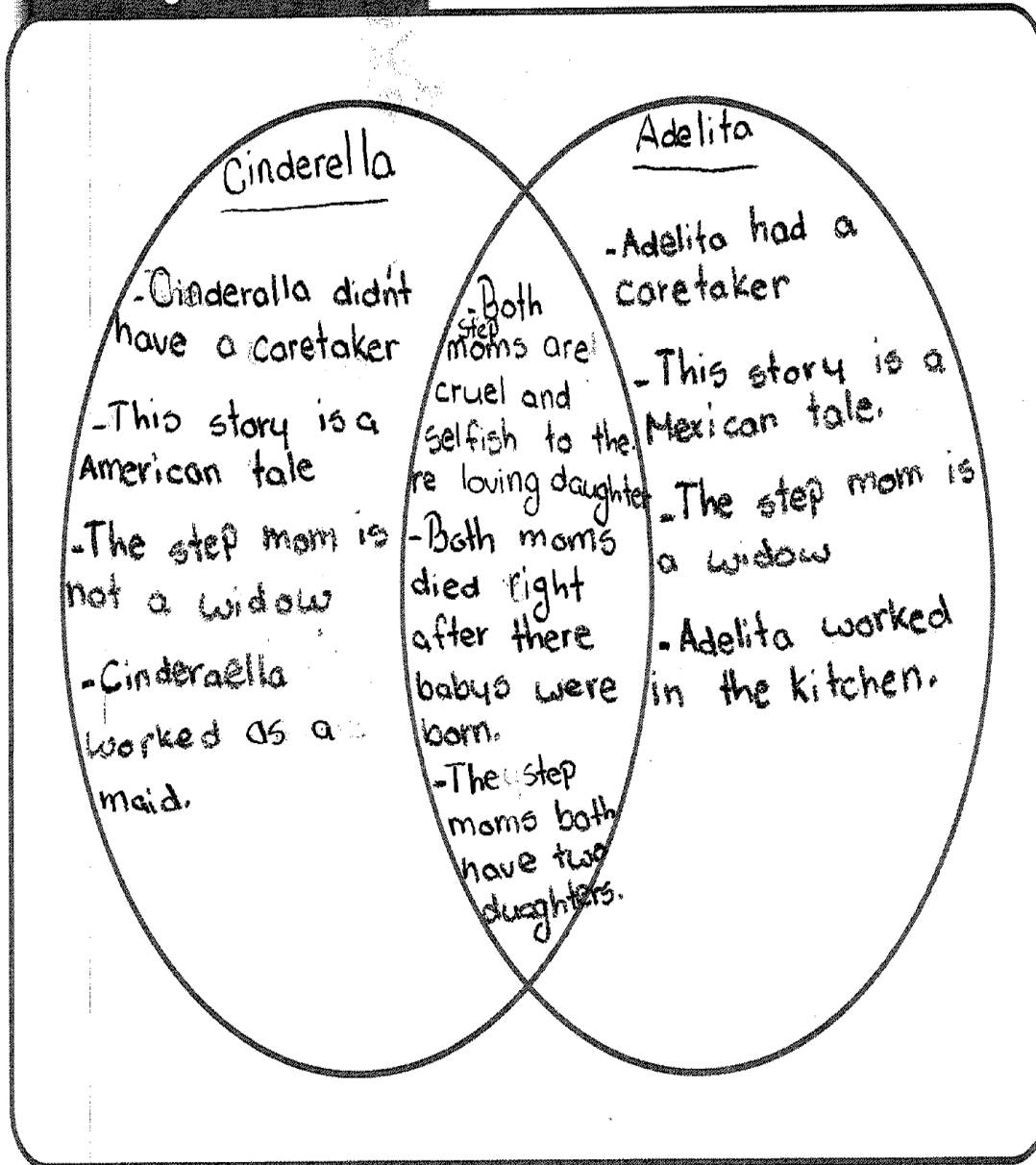
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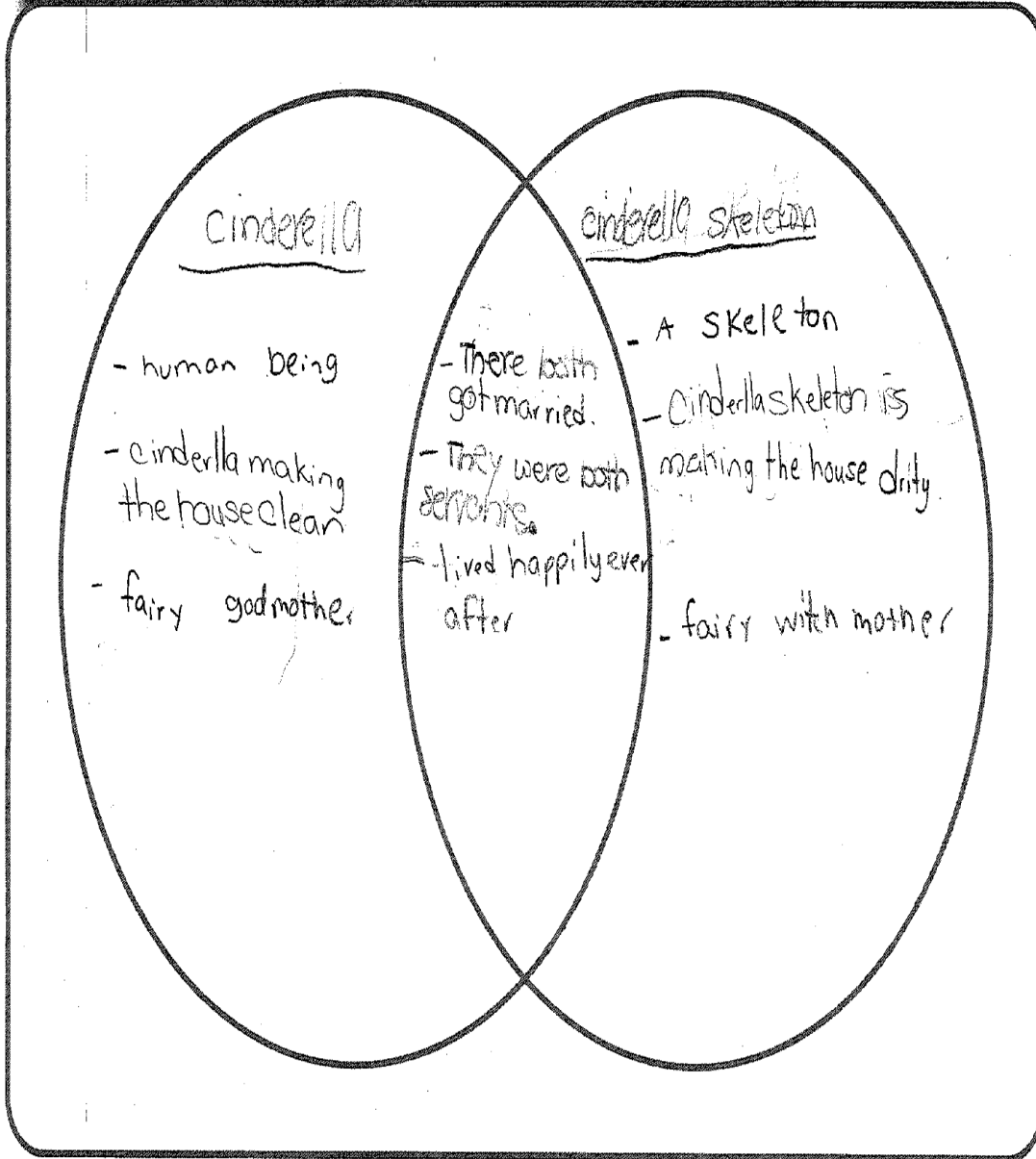
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