

Cinderella

STUDY GUIDE

Main Street Theater THEATER FOR ^{all} YOUTH

RODGERS & HAMMERSTEIN'S **Cinderella**

A CROSS-CULTURAL FAIRY TALE

How does culture influence fairy tales from storyteller to storyteller? Do the following activity to prepare your students for their field trip and understanding of fairy tales.

ASK STUDENTS TO NAME A FEW FAIRY TALES THEY HAVE READ.

Tell students a fairy tale is a story, most often for children, with magical and imaginary beings in wondrous lands. Fairy tales sometimes include fairies, princes and princesses, giants, elves, and enchantments. In whole group, collaborate with students to generate a list of fairy tales on chart paper or an interactive board. Keep the list as a reference throughout the lesson. If students do not list *Cinderella*, suggest it.

EXPLAIN TO STUDENTS THAT THE FAIRY TALES WE ARE FAMILIAR WITH TODAY WERE FIRST TOLD LONG AGO BY STORYTELLERS.

The basic storyline of the fairy tale was passed down through generations. These stories were not written down, so they changed as new people told them. As each story traveled, it changed to reflect the culture and customs of the new tellers. As a result, there are many versions of popular fairy tales throughout the world.

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Credits

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CREATE A SIMPLE CHART ON THE BOARD WHERE STUDENTS CAN EXPLORE THE ESSENTIAL COMPONENTS OF A FAIRY TALE.

Examine the list of fairy tales students generated. **Ask students:** *What story elements do you recall in the fairy tales you have read? What story elements do these fairy tales have in common?*

Examples should include:

- ★ An unspecified time and place for the setting (“once upon a time”)
- ★ Characters who are either good or evil (kind or cruel)
- ★ The presence of magic (powers, events, beings)
- ★ A happy ending for the good characters
- ★ Justice for the evil characters
- ★ Theme

SHOW STUDENTS THE FAIRY TALE STORY ELEMENTS ORGANIZER, OR CREATE ONE ON CHART PAPER OR AN INTERACTIVE BOARD.

Ask students to identify which story elements are found in each fairy tale. For example, does *The Ugly Duckling* have a happy ending? If it does, check it off on the **Fairy Tale Story Elements Organizer**. (See next page)

FAIRY TALE STORY ELEMENTS ORGANIZER

FAIRY TALE TITLE	AN UNSPECIFIED TIME AND PLACE FOR THE SETTING ("ONCE UPON A TIME")	CHARACTERS WHO ARE EITHER GOOD OR EVIL (KIND OR CRUEL)	THE PRESENCE OF MAGIC (POWERS, EVENTS, BEINGS)	A HAPPY ENDING FOR THE GOOD CHARACTERS	JUSTICE FOR THE EVIL CHARACTERS	THEME

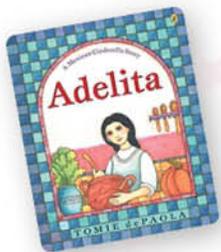
HAVE STUDENTS "TURN AND TALK" TO RETELL THEIR FAVORITE FAIRY TALE.

Ask students to brainstorm ways to change a few story elements in the fairy tale to reflect their own time and place. Allow time for students to work in pairs, encouraging them to tell different stories. As an alternative, lead the class in a collective adaptation of the *Cinderella* story.

CINDERELLA AROUND THE WORLD

The tales of Cinderella are told all across the world, representing thousands of cultures. Explore the **Multicultural Cinderella Stories** list from the American Library Association to identify stories that represent the cultures of your students and teachers or use the shorter list of recommended books below.

Teacher Recommendation: It is highly encouraged to familiarize yourself with the plot, language, and cultural elements of the books you select prior to sharing them with your students.



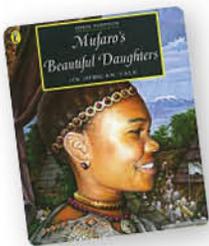
ADELITA

Set in Mexico, Adelita is treated poorly by her stepmother and stepsisters. Adelita's kindness wins over the heart of Javier, a young man searching for a wife. Adelita disappears from his fiesta leaving one clue about her identity, a beautiful rebozo.



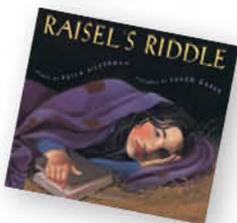
ANKLET FOR A PRINCESS: A CINDERELLA STORY FROM INDIA

Set in India, Cinduri is always ordered around by her stepmother and stepsister, even telling her she can't attend the Navaratri Festival. Godfather Snake makes it possible for Cinduri to go. There she dazzles the Prince with her eyes and smile, but it's her lost anklet that brings them together forever.



MUFARO'S BEAUTIFUL DAUGHTERS: AN AFRICAN TALE

Set in Zimbabwe, Mufaro's two daughters take different approaches in the King's search for a wife. One takes a selfish approach while the other takes a kinder one. In an effort to know the true nature of the girls, the King disguises himself to find his true queen.



RAISEL'S RIDDLE

Set in a small Polish village, Raisel lives in poverty after her grandfather's death. An old beggar woman grants Raisel three wishes, allowing her to attend the Purim play. Raisel's knowledge intrigues the rabbi's, but he has to earn her love by solving a clever riddle.

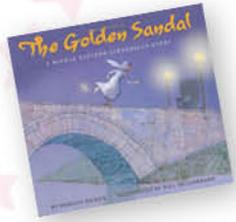


SUMORELLA

Set in Hawaii, Mango Boy wishes to compete as a sumo wrestler like his two brothers, but he is stuck do all the work. With a little magical help from a manapua man, Mango Boy transforms to Sumorella and gets an opportunity to compete in a sumo wrestling exhibition.

CINDERELLA AROUND THE WORLD (CONTINUED)

THE GOLDEN SANDAL



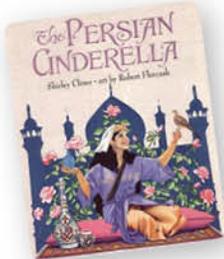
Set in the Middle East, Maha is forced to do her stepmother's housework while her father is away fishing. When Maha spares the life of a magical red fish, her luck starts to change. The fish uses its magic to help Maha attend a grand henna ceremony where a golden sandal unlocks love for Maha.

THE IRISH CINDERLAD



Set in Ireland, Becan's stepmother and three stepsisters force him to work in the fields. Becan, unhappy and self-conscious about his big feet, runs away from home. After encountering a magical bull, Becan defeats a giant, slays a dragon, and rescues a princess. The princess tries to thank Becan, but he disappears leaving behind his enormous boot.

THE PERSIAN CINDERELLA



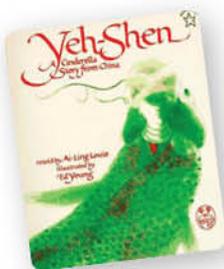
Set in long-ago Persia (now Iran), Settareh and her two stepsisters set out to buy a gown for the No Ruz. Settareh gives alms to a beggar and buys a blue jug with a pari inside. The pari grants Settareh's wish for a gown. When Prince Mehrdad falls in love with Settareh, the stepsisters become increasingly more jealous and cast a spell on her. Prince Mehrdad's affection for Settareh ultimately breaks the spell.

THE ROUGH-FACE GIRL



Set in an Algonquin village in Canada, Rough-Face girl, scarred from working by the fire, wishes to marry the Invisible Being. The two beautiful but spoiled daughters try their best to be chosen. It is ultimately the Rough-Face girl that wins his affection.

YEH-SHEN



Set in China, Yeh-Shen's only friend, a fish with golden eyes, is killed and eaten by her stepmother. Yeh-Shen is left with only the bones, but they turn out to be filled with a powerful spirit. The spirit grants Yeh-Shen a gown to attend the annual Spring Festival. That night, everyone marvels at Yeh-Shen, but her identity is a mystery until and the only thing left behind is her golden slipper.

ONCE STUDENTS HAVE READ EACH STORY, HAVE THEM COMPARE AND CONTRAST THE DIFFERENT VERSIONS USING THE COMPARISON CHART BELOW.

Allow time for students to compare their results and discuss the similarities and differences between each story.

CROSS-CULTURAL COMPARISON TABLE

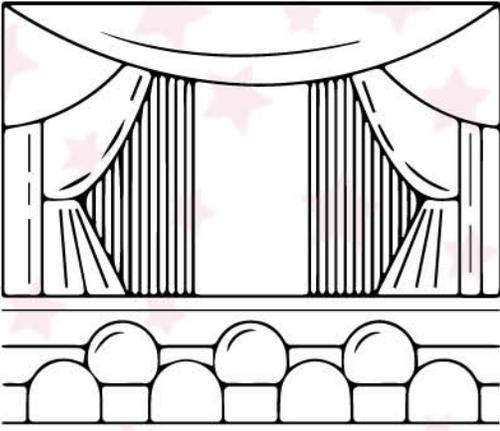
FAIRY TALE TITLE	FAIRY TALE TITLE	FAIRY TALE TITLE
Different:	Different:	Different:
SAME		

TELL STUDENTS THEY ARE GOING TO RESEARCH THE CULTURAL BACKGROUND OF UP TO THREE FAIRY TALES. Have students work independently or in small groups, dividing up a fairy tale between each peer. Explain to students that each fairy tale comes from a different culture and in order to better understand the culture and the country of origin, they will do research. **Review the chart below with students.** Allow time for students to research the cultural background of each story. Provide feedback and inquiry support to students during the research process.

CULTURE RESEARCH RESOURCES & ORGANIZER

FAIRYTALE TITLE		
CULTURAL GROUP/COUNTRY		
RESOURCES: National Geographic Kids, Brain Pop, Ducksters, select culture/country-specific books from the library, guest speakers		
Symbols	Language	Norms
Values	Artifacts	More Facts

Discuss with students how the differences in the cultures affected the stories arising from those cultures. Note the differences between the *Cinderella* stories from other cultures and the familiar version(s) of the *Cinderella* story. For example, in “The Rough Face Girl,” the *Cinderella* character walks for miles in the wilderness in the clothes she made from nature to see the Invisible Being. *How does this differ from Cinderella at the Prince’s ball?*

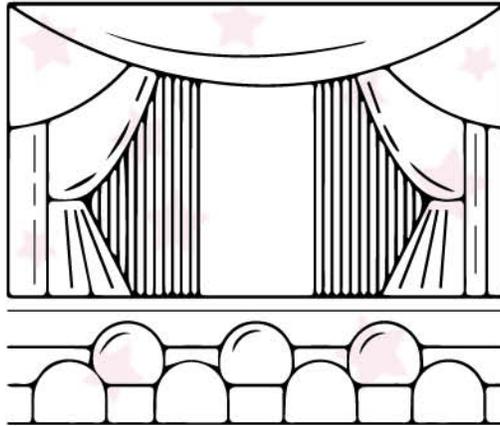


TALK ABOUT WHAT IT TAKES TO PUT ON A PLAY AND HOW TO BEHAVE AT THE THEATER

Jobs in the Theater:

- ★ **Director:** The show's director decides how they want the show to look and feel. They choose actors and make decisions on sets, costumes, sound, lighting, etc. Coaching the actors and deciding how and where they move (called blocking).
- ★ **Actors:** The actors are also sometimes called the players. These people perform a role as a character or characters in the show. They must learn their lines and decide how they want to present their personality. They work closely with each other and the director to match the show's tone.
- ★ **Choreographer:** A choreographer creates the show's dances or complicated movements. This person designs the moves with the director's approval and then teaches the actors how to perform.
- ★ **Lighting Director:** This person designs how the intensity and color of the lighting will appear on the stage. The colors can change how the set looks and create a feeling for the audience.
- ★ **Musical Director:** The musical director learns all the show's music. They then must teach and lead any musicians, singers, and others involved in producing the piece.
- ★ **Ushers:** Ushers are the people who welcome you to the theater and help you find your seat. They can also answer many questions for theatergoers.
- ★ **Costumer or Costume Designer:** This person or team decides on and puts together costumes for all the actors. Sometimes they make the costumes, and sometimes they put existing pieces together.
- ★ **Prop Master:** The prop master ensures that anything used in the show is prepared and ready for actors to grab as they walk onto the stage. They also find the things that actors need to hold. Whether it's a basket, a flower, a glass, or a sword, the prop master is responsible for keeping these items clean, safe, and ready to go.

THEATER ETIQUETTE



Being in a live performance is very different from seeing a movie in a movie theater or at home. The setting is much quieter, and noises created by viewers can interrupt the show and distract the performers. You are watching real people on stage; they deserve your respect while they perform.

Here are some basic guidelines and rules for attending live theater:

- ★ No talking. Even whispers can be loud in a quiet room.
- ★ If you have a cell phone, it must be turned off AND put away during the show. The light can distract performers.
- ★ Keep bags, feet, and bodies out of the aisles. Sometimes actors walk through them during performances.
- ★ Do not put your feet on chairs in front of you or sit on your feet in the seats.
- ★ No food or drinks are allowed in the theater.
- ★ Cover your mouth for yawns, coughs, or other noises.
- ★ If you think something is funny, feel free to laugh. The actors are energized when they receive interaction from the audience.
- ★ Don't stand up or switch seats during the performance.
- ★ Use the restroom and get comfortable before the show starts

AFTER THE PERFORMANCE

Use the story map activity below to see if Cinderella had all the elements of a fairy tale.

Main Character

Setting

Supporting Characters



Beginning

Middle

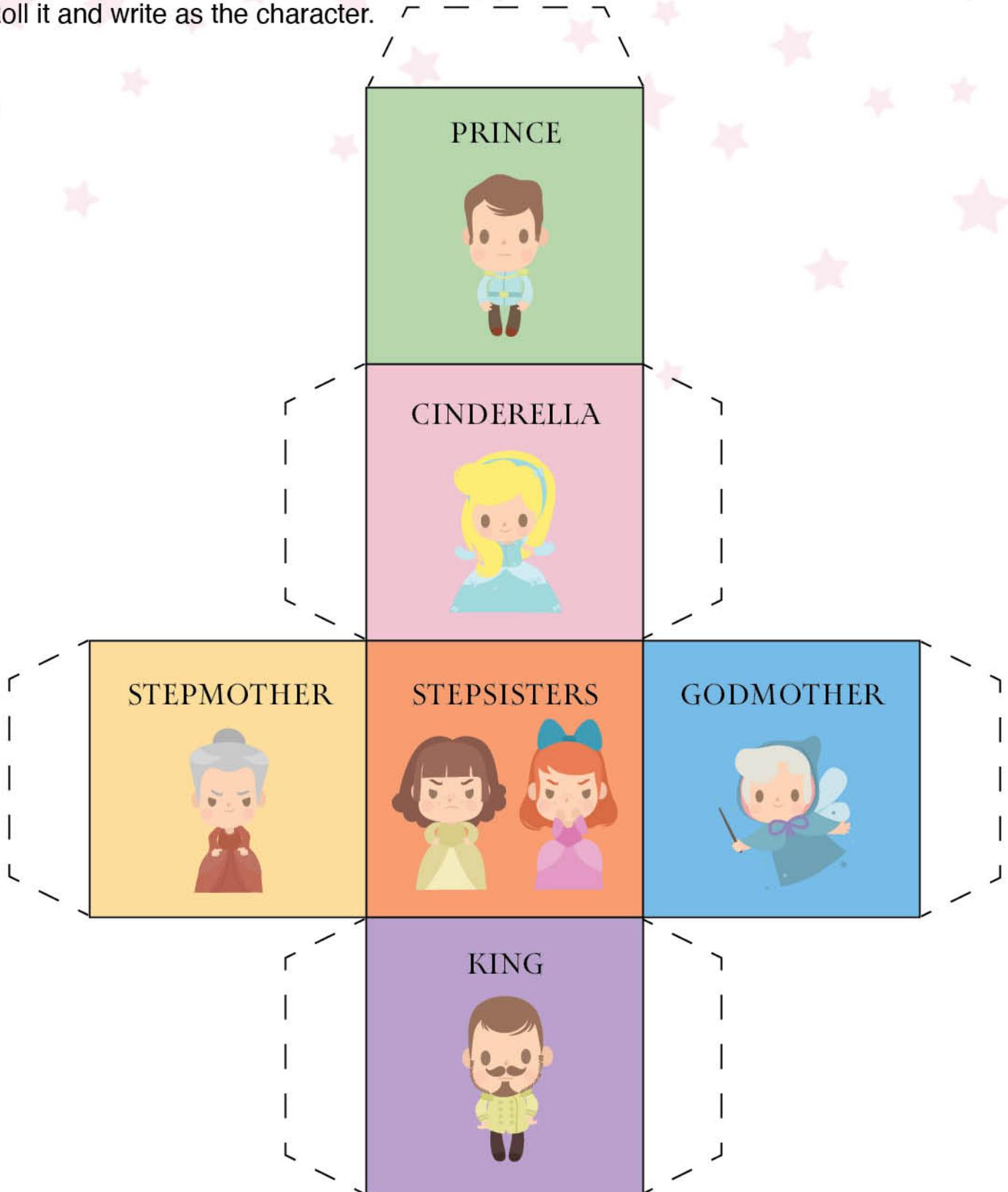
End

Have your student make the prompt cube below. Then have them use it to write about the different characters in Cinderella.

Writing Cube

Construct the cube.

Roll it and write as the character.



WRITING PROJECT

Fill in this Mad Libs-style puzzle.

My Cinderella would love _____ (noun-thing) and _____ (noun-thing).

She would live _____ (noun-place). It is _____,
_____ and _____ there. (three adjectives).

Example: My Cinderella would love CATS and BOOKS. She would live in a mountain resort. It is snowy, sunny, and cold there.

My Cinderella would have three best friends. They would be a _____
(noun/animal) _____ (noun/animal) and _____
(noun/animal). When no one else is home, we like to play _____.
(noun/game).

Cinderella's best friends are good at _____ (verb),
_____ (verb), and _____ (verb). Instead of going to
a fancy ball, Cinderella likes to go to _____ (noun/place). Her favorite color is
_____ (noun/color), and her favorite food is _____ (noun/food).

HISTORY



*Richard Rodgers and
Oscar Hammerstein II*

Rodgers and Hammerstein were a pair of composers, playwrights, and lyricists. They wrote music and lyrics together. Their full names are Richard Rodgers (1902–1979) and Oscar Hammerstein II (1895–1960). They wrote music that was exciting, groundbreaking, and different for theatergoers at that time. They created many successful Broadway musicals, including ***Oklahoma!***, ***Carousel***, ***South Pacific***, ***The King and I***, and ***The Sound of Music***, which were outstanding successes, as was the television broadcast of ***Cinderella***. They won many awards during their career, including thirty-four Tony Awards, fifteen Academy Awards, two Pulitzer Prizes (for *Oklahoma!*, 1944, and *South Pacific*, 1950), and two Grammy Awards.

Many of these shows are still performed regularly by schools and theater companies worldwide. They have also had many revivals on Broadway. As a result, the duo is considered one of the most influential theater teams of the 20th century.

Have your students research another famous composer and write a short biography about their accomplishments and life.

CINDERELLA STORY TIMELINE

FIRST CINDERELLA STORY ON RECORD

Greek geographer named Strabo created a story about a poor slave who married an Egyptian King. It was called Rhodopis.

7 BC

FIRST BOOK OF CINDERELLA

Giambattista Basile wrote a similar story to Strabo's and named it Cenerentoia. This was published in Italian.

1634

OPERA VERSION OF CINDERELLA

Although there are some others before, the first famous opera telling of Cinderella was written by Giacomo Rossini and performed in Rome.

1810

GRIMM'S FAIRY TALES

The Brothers Grimm wrote a version of the story and named it "Aschenputtel" ["The Little Ash Girl"]

1848

MR. CINDERS THE MUSICAL

This is the role reversal version of Cinderella story that was also made into a film in 1934.

1928

DISNEY FILM RELEASED

One of the best known versions of the Cinderella story, this animated film is now in the National Film Registry.

1950

RODGERS & HAMMERSTEIN CINDERELLA PREMIERES

Originally created for television, this version of the story was also adapted for stage.

1958

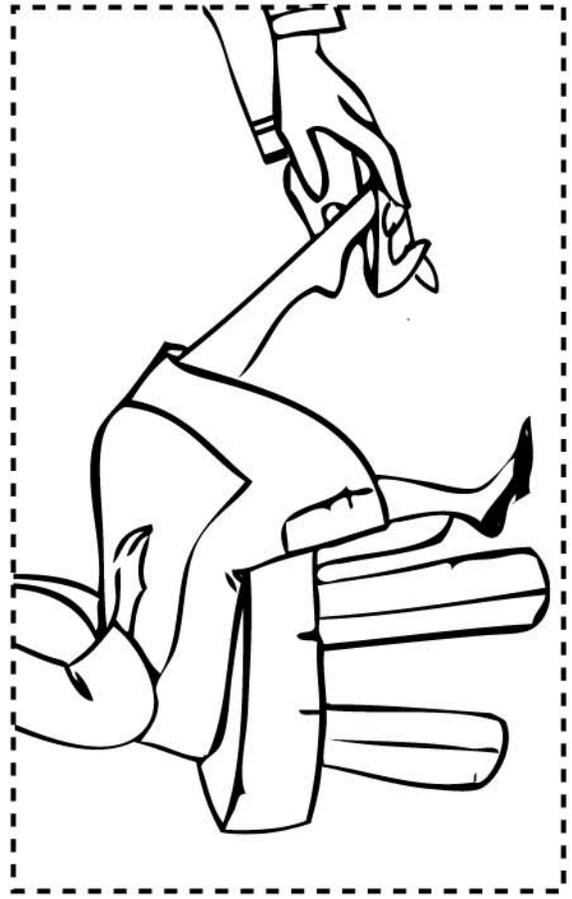
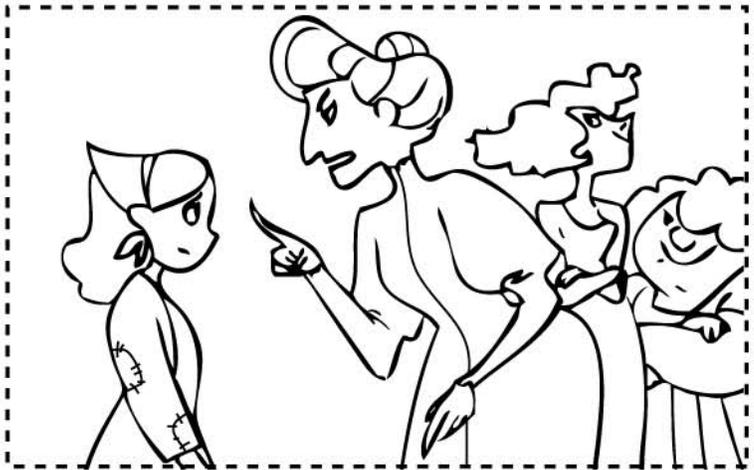
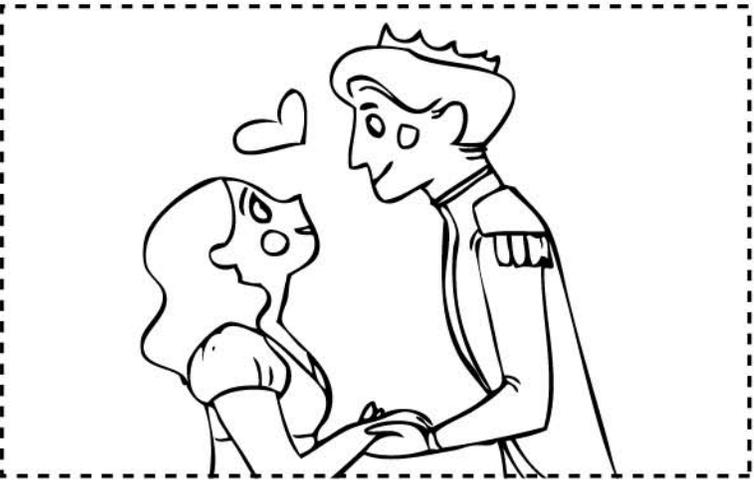
INTO THE WOODS

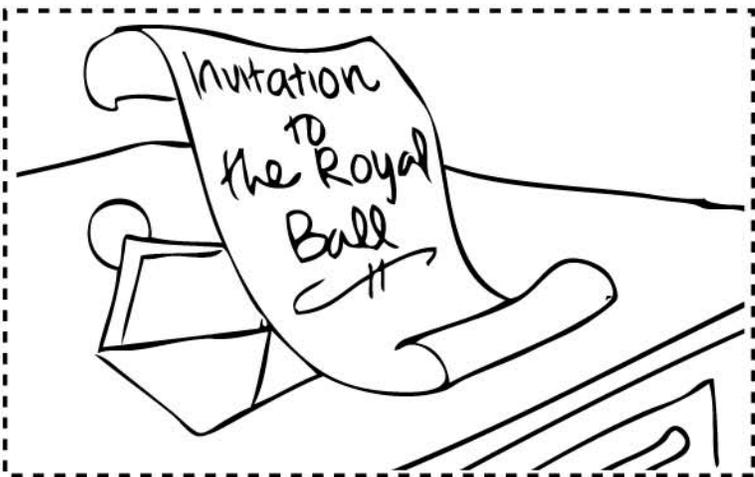
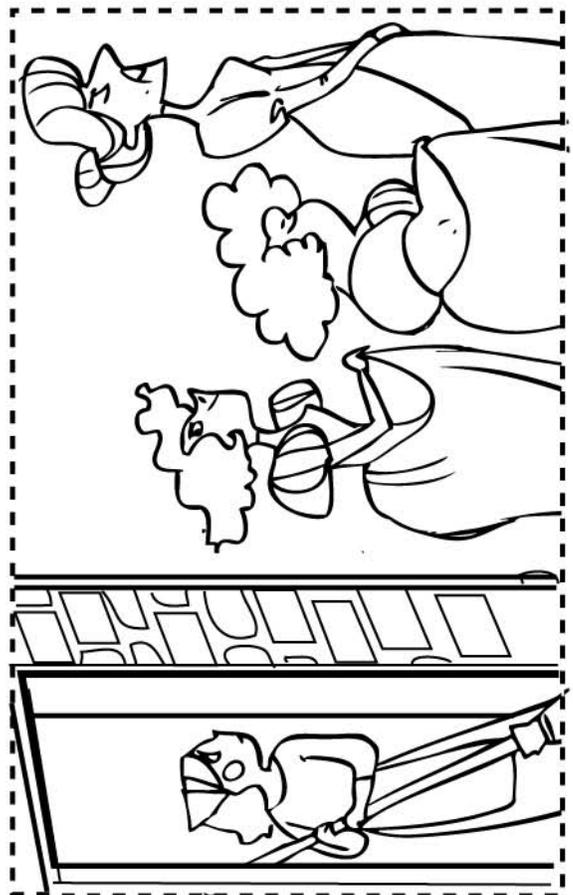
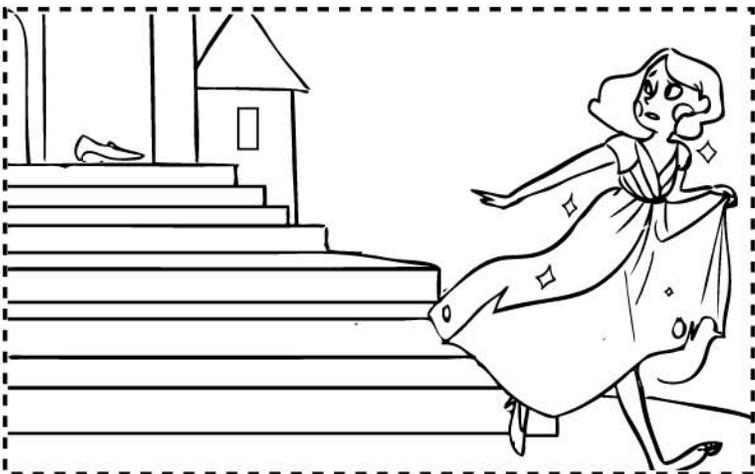
Steven Sondheim's Award-Winning musical includes several fairy tales, including Cinderella.

1987

STORYBOARD SEQUENCING

Use the sequencing storyboards activity below to help your students with their comprehension and understanding of reading cues and patterns.





REWRITE THE FAIRY TALE ENDING



“And they all lived happily ever after,” you read out loud to your child in a cheery and conclusive voice.

“But what happens after the prince and the princess get married?” your plot-savvy child asks.

Before you jump in with a plot twist of your own, take a pause. This writing activity allows your child to answer that question for herself. All of a sudden they can play Brothers Grimm, taking off where the fairy tale ends. For children who struggle with starting to write, or those who can't form the letters fast enough, this activity can do wonders for their language arts skills.

Have your students select a well-known fairy tale, like Cinderella or Goldilocks and the Three Bears, and uses their imagination to extend the story with new details and characters that might take place after the classic ending to the story. They can write their new story ending in a journal and practice their vocabulary and writing skills, while flexing their imagination.

ART

Draw a picture of your favorite part of the play.

MAKE YOUR OWN WAND



Help students create their own magic wand. They can be like the Fairy Godmother in Cinderella or belong to a wizard or magician of their own creation. Use these wands for creative play. The children can create stories, perform them, and maybe even record them!

Supplies:

- ★ Newspaper
- ★ 12" - 18" unpainted wooden dowel
- ★ Paint
- ★ Paintbrush
- ★ Assorted ribbons
- ★ Corrugated cardboard
- ★ Craft glue
- ★ Glitter, sequins, or other charms and decorations

How Long Will the Project Take?

20 - 40 minutes.

How to Make Your Wand:

1. Lay newspaper over your work surface.
2. Have the students paint their wands. (Make sure to include time, about 5 - 10 minutes, for the paint to dry).
3. Provide students with a star to trace onto cardboard.
4. Have each student cut out the two stars.
5. Spread glue over one side of each star, and then sprinkle glitter if desired. Students may also decorate each star at this time with other decorations. (Allow 10 minutes for the glue to dry).
6. Trace a line of glue around the edges of the inside of the stars, leaving a small section at the bottom unglued. Make sure this section is big enough for the dowel to fit into. Sandwich the stars together, glitter sides facing out. (Allow drying again, between 5-10 minutes).
7. Cut three long strands of ribbon and knot them around the top of the dowel. Let students choose the lengths and types of ribbons. Add a small dot of glue where the ribbon is tied to help keep them in place.
8. Finally, slide the dowel into the bottom of the stars and glue it into place.

CREATE A CARRIAGE

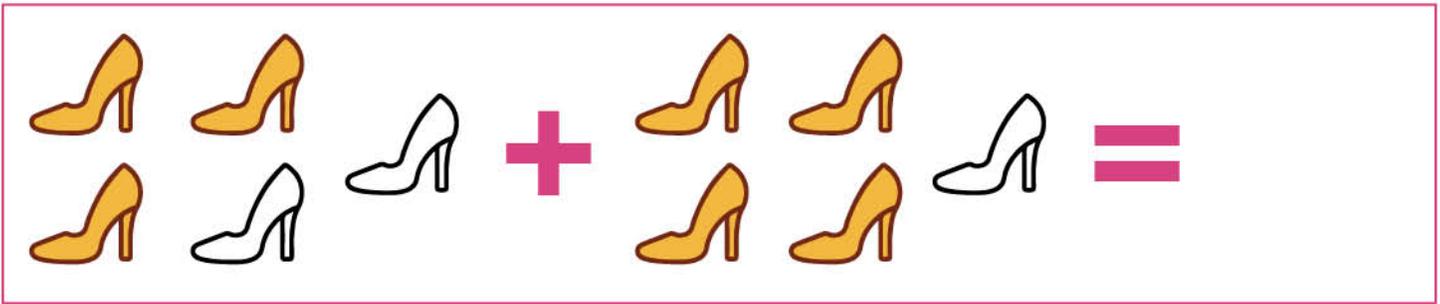
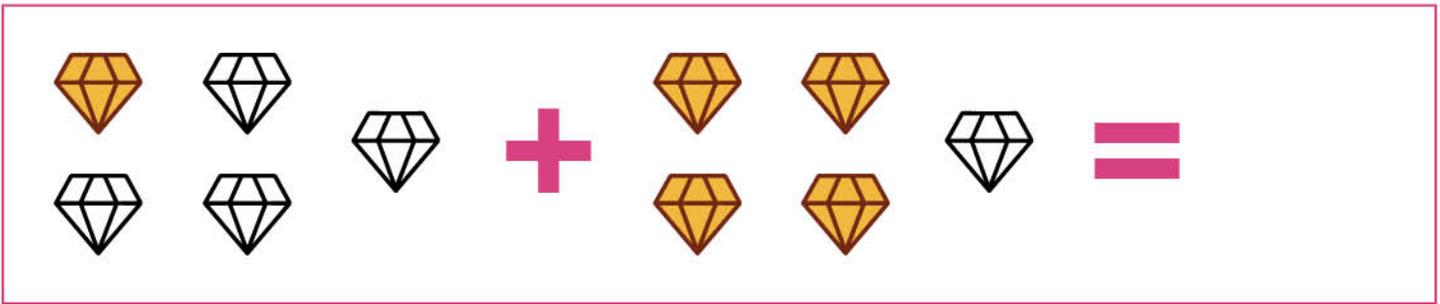
Cinderella lives in the countryside. Her fairy godmother uses a pumpkin from the garden for a carriage. Then she gathers some mice for the horses. A rat and lizards become the coachman and footmen.

Have your students think about a different Cinderella character. Depending on his or her occupation, you will think up a new carriage. If they are a chimney sweep maybe their transportation is a broom? Have them be creative.

A large, empty rectangular box with a thin red border, intended for students to draw or write their creative ideas for a carriage.

MATH – FUN WITH FRACTIONS

Write down the fraction indicated by each drawing in each row then write down the answer to the problem.



Now create your own problem!



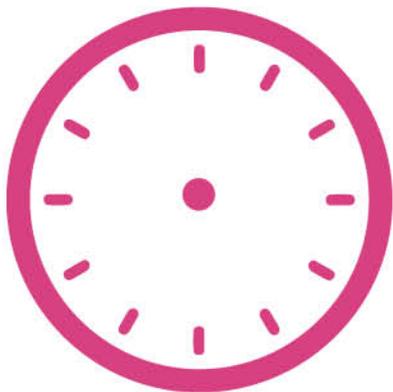
MATH – WHAT TIME IS IT, CINDERELLA?

Read the time from the digital clocks. Can you draw the arms on the analog clocks to match the time on the digital clock?



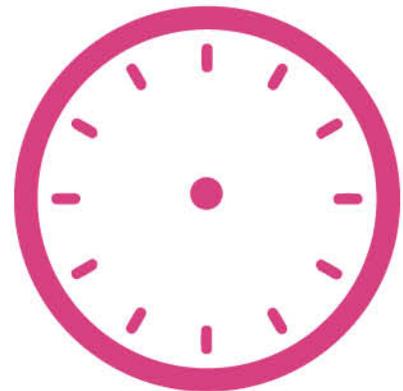
Its time for Cinderella to finish working.

Cinderella needs to get ready for the ball.



Cinderella arrives at the ball.

The spell is broken.



Cinderella's stepsisters tried to fit their feet into the glass slipper but they were too big. Have each of your students use their rulers to measure their feet. Make a chart in the classroom with their sizes from smallest to largest.

SCIENCE/STEM - MAKE A BALLOON CARRIAGE

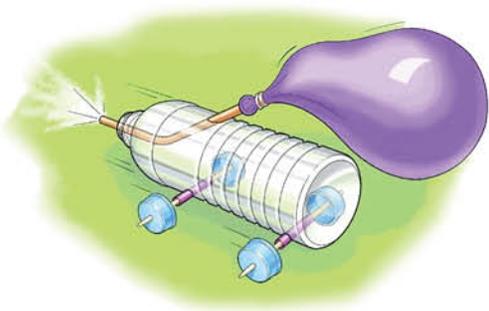
Can a balloon be powered by air? Could you create a mini vehicle that can move with only a few simple supplies? How far do you think it could travel? If you have an hour to try it, the answers might surprise you!

Balloon-powered cars, or in our case, carriages, are fun to build and even more fun to play with. This project will teach you how to make a vehicle with a few simple supplies.

The carriage will be made up of three simple parts.

1. The body of the carriage. (You can use cardboard or an empty plastic container)
2. The wheels of the carriage. (You can use old CDs, bottle lids, or big buttons)
3. The axles of the carriage. These parts connect the wheels to the body and allow the wheels to spin. (You can use pencils, wooden dowels, or plastic straws).

If you blow air into a balloon and let it go, it will fly all over the room. Why? When you blow up the balloon, you increase the air pressure inside it. That makes it stretch; the air needs somewhere to go, so it stretches. When this happens, the air pressure and the stretched balloon store potential energy. When you let go of the balloon, the material contracts, and the air escapes quickly out of the one small opening. The potential energy inside of the balloon becomes kinetic energy (energy in motion). When the air is pushed out quickly, a reaction force moves the balloon the opposite way.



When you are ready to create your carriage, gather these supplies:

- ★ Wheels - 4 (CDs or other equally sized circular objects)
- ★ Latex balloons - 2 (9")
- ★ Straws, dowels, pencils, or another long, thin, cylindrical item - 2
- ★ Wooden Pencil - 3
- ★ Jumbo paper clips - 6
- ★ Tape - Several inches per carriage
- ★ Paper - 1 sheet
- ★ Scissors - 1 per carriage

Think about how you can use the materials you gathered to build a balloon-powered carriage. The carriage will move forward when air is released and escapes from the balloon.

Use your paper to design how you will use the pieces to create your car. After you have it drawn out, work on the building. Remember, it needs a body, wheels, and axles. Finally, affix the straw so that you use that to blow up the balloon when you are ready to try out your carriage.

Did your design work? Were your axles loose so they could spin with the wheels? What changes did you try to make it go faster or go further? For example, did you center your wheels on the axles? Did this change the speed of your vehicle?

If the carriage doesn't move, repeat the design process. Try it again! Take notes on what works and what doesn't.

PE/HEALTH - MOVEMENT

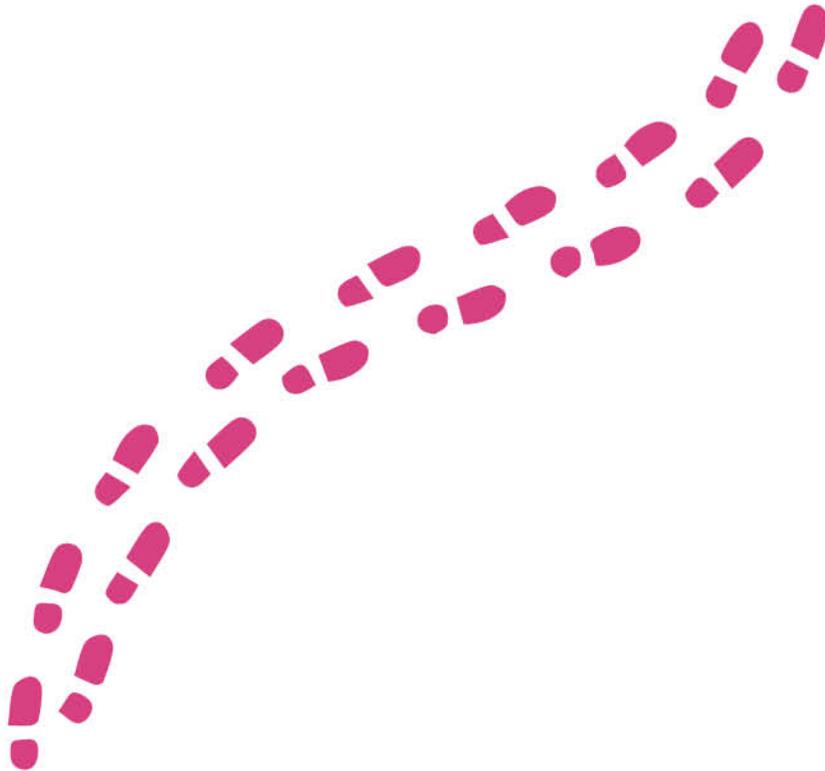
What is the waltz? It is a dance performed in triple time by a couple, who as a pair, turn rhythmically around and around as they progress around the dance floor.

Have your students learn the waltz using the instructions below.

HOW TO WALTZ DANCE: 6 STEPS FOR THE FOLLOWER

To start, the follower faces their dance partner and places their left hand on the leader's shoulder. The follower then moves in the opposite direction of the lead.

1. Step back with your right foot. Place your feet hip distance apart and step back with the right foot, moving your body toward your right foot.
2. Move to your left. Move your left foot sideways to the left.
3. Close your right foot to your left foot. Bring your right foot next to your left foot so that your feet are parallel and nearly touching to spin. (You can use pencils, wooden dowels, or plastic straws).
4. Step forward with your left foot. Take a step forward with your left foot.
5. Move back and to your right. Take a single step with your right foot that moves you back and sideways to the right.
6. Close your left foot to your right foot. Move your left foot next to your right foot, so your feet are parallel and nearly touching



THE MAZE GAME

Can you help Cinderella find her glass slipper?

