

<b>Subject/Course</b>	Elementary Library / ELA /SS
<b>Topic</b>	<p>The Cinderella Project</p> <p>(An in-depth literature study of the tale of <i>Cinderella</i> or <i>The Glass Slipper</i>)</p>
<b>Grade Level</b>	<p>3-5</p> <p>These are grade 4 standards but the lesson is easily adaptable for grade 3 or 5.</p>
<b>Related curriculum frameworks/ grade-level standards</b>	<p>AASL.V.A.1 Explore: Think: Competency 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p>AASL.III.A.2 Collaborate: Think: Competency 2: Learners identify collaborative opportunities by developing new understanding through engagement in a learning group.</p> <p><b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>

	<b>RL.4.9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
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**Lesson objectives and goals:**

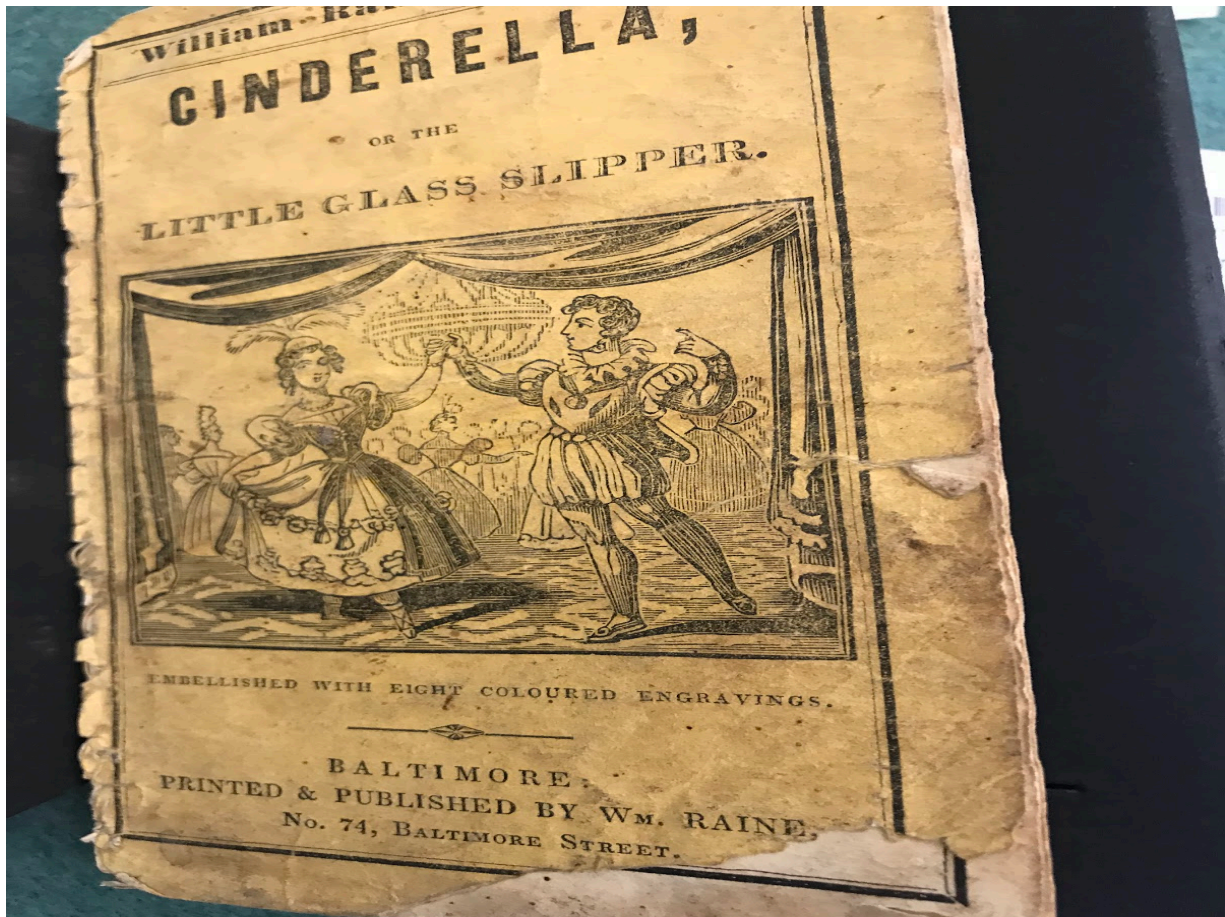
**In-depth Inquiry:**

Students will read and analyze various Cinderella stories from different cultures and time periods, focusing on key themes and character traits. They will consider the historical and cultural context of each story, prompting questions such as: What values do these stories communicate? How do the variations reflect the temporal and physical culture they come from? Students will explore how tales like Cinderella reflect societal values and human experiences, fostering empathy and understanding. Students will engage in group discussions and guided inquiries to deepen their understanding.

**Essential Questions:** How has the story of *Cinderella* changed over time? How do location and time period change the story of *Cinderella*? What story elements are necessary for a tale to be a “Cinderella” story?

**AAS primary source material(s) used:**

AAS holds many versions of *Cinderella* but they are not digitized on the HSC web page. They can be accessed with AAS assistance. They are good for you to look at before the project.



**Use this digitized source:** *Cinderella: The Girls' Delight paper dolls no. 6* (New York Clark, Austin & Smith, 1857) [Bib ID 566106](#) and reproduce them for student use in the final project.

**Lesson materials and other non-AAS resources included in plan:**



Digital versions from the University of Maryland's International Children's Digital Library (ICDL).

I'm also including these 2 old and not too difficult to find Little Golden versions. Comparing the two can set an inquiry-based context for comparison by asking the students to find the differences. (The printing # and the price changes, little else).



**Lesson procedure/ summary of tasks:**

**Duration of lesson:** This is a long-term project and can be spaced out as suits your needs.

**Lesson activities:**

Step 1

- Ask students what they know about Cinderella and allow for discussion. Ask them to estimate when the first version became popular. Prepare a brief history. Here is one resource for that: <https://www.newworldencyclopedia.org/entry/Cinderella>
- Introduce the project: We are going to study the tale of Cinderella and then create our own versions which we will present to the first graders as a special treat for them.
- Begin reading the oldest versions with class. They are to notice what they all have in common. Use the digitized versions here:  
<http://www.childrenslibrary.org/library/books.html>

#611 F. Davis, 1880 (example of a ballad)

#602 R. Andre, 1881 (example of prose)

#604 McL. Brothers, 1891 (example of poetry)

#605 C. Perrault, 190? (example of prose)

For students in the vicinity of Portsmouth, NH (my district) they should look at:

*The Poets' Tale: Lady Wentworth* by Henry Longfellow, Bob Nillson, illustrator, Tammi Truax, editor as it is about the Portsmouth Cinderella.

Step 2

Begin reading newer versions starting with this award winning version from 1954:

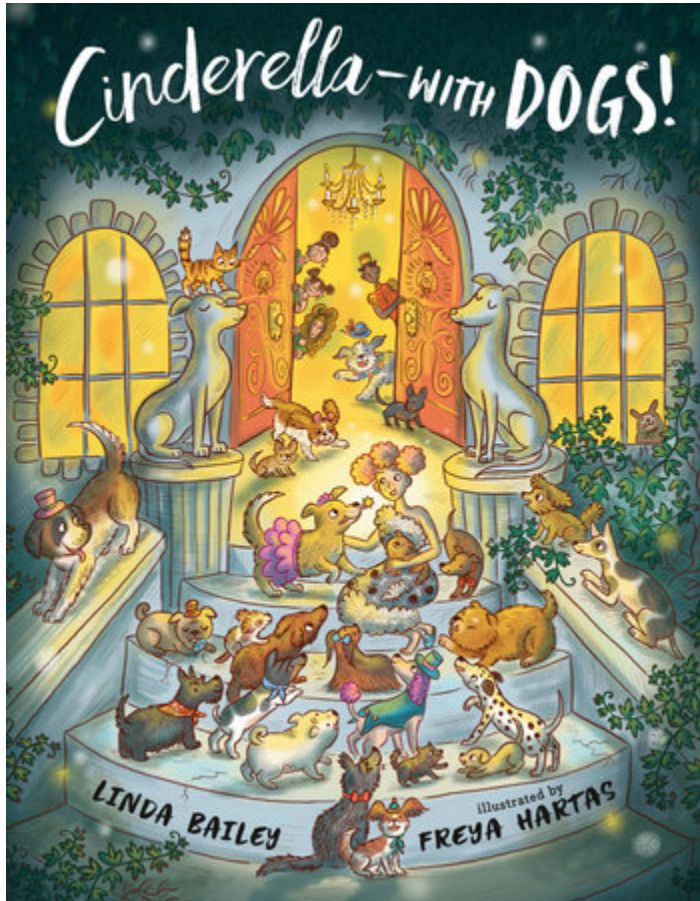
<https://youtu.be/YZr2rChaNxE?si=4NjLmmHZRkTt7MfS>

Select a few versions from your school library moving toward the present, though I recommend these:

- *The Korean Cinderella* by Shirley Climo and Ruth Heller, Harper Collins, 1996
- *Cinderella* illustrated by Susan Jeffers, New York: Dial, 2004
- *Cendrillon: A Caribbean Cinderella* by Robert Souci and Brian Pinkney, Aladdin, 2002 (offering a change in perspective)

A really fun way to end is with a read aloud of:

- *Cinderella With Dogs* by Linda Bailey and Freya Hartas, Nancy Paulsen Books, 2023.



Your students may want to find particular versions shown here:

<https://bookroo.com/explore/books/topics/cinderella-stories>

And these: <https://babylibrarians.com/cinderella-retellings-for-children-and-adults/>

Have physical copies in class and have kids pore over them in small groups, again looking for common elements. Facilitate discovery and discussion.

### Step 3:

Once students have extensive familiarity with the tale it is time for them to create their own versions. They can stick to a traditional telling or get creative. Perhaps using the tale template to share the life story of a remarkable woman such as Simone Biles. Perhaps they'd like to address gender and write the tale of Cinderello. They may write and illustrate a picture book (digital or physical) or propose another method of storytelling. Be open to all possibilities.

Make the paper doll copies from AAS available as a resource to create a puppet show or movie combining the resources of the 19th and the 21st centuries!

Step 4:

Visit a first grade classroom to share their finished products.

**Are there any take home tasks for students?**

Optional opportunity to watch one or more film versions of Cinderella.