



Lesson: Dramatizing Tam's Slipper, a Vietnamese Cinderella Story

Lesson by Ms. Sandra Schlaff, Teacher/P.S. 68 Queens

Grade Level: 2nd - 3rd

Lesson Goals

- To investigate different cultures' versions of the Cinderella tale in comparison to the Rossini opera synopsis
- To experience dramatizing a Cinderella tale and learn about the group and individual process required for theatrical production

Lesson Preview

Students compare various versions of the story with the Rossini opera as the baseline. They then dramatize the Vietnamese version of Cinderella known as *Tam's Slipper*.

[New York State Learning Standards for the Arts](#)

- Standard 1—Creating, performing and participating in the arts

Interdisciplinary Areas

- Performing Arts
- Social Studies:
 - Mapping and globe skills
 - Rules and laws
 - Multicultural folk costume and dress

Materials

- Cinderella books (see bibliography)
- **[Opera synopsis](#)**
- **[Audition rubric](#)**
- **[Student writing checklist](#)**
- **[Story-structure chart](#)**



- [Tam's Slipper script](#)
- Student costumes from home
- Props as needed

Bibliography

- Climo, Shirley. *The Irish Cinderlad*. Illus. Loretta Krupinski. Harper Collins, 1996.
- Grimm, Jakob and Wilhelm. "Cinderella" in *The Complete Grimm's Fairy Tales*. Illus. by Josef Scharl. Pantheon House, 1972.
- Jackson, Ellen. *Cinder Edna*. Illus. by Kevin O'Malley. Morrow, William and Co., 1998.
- Perrault, Charles. *Cinderella and other Tales from Perrault*. Illus. Michael Hague, 1989. Henry Holt & Company, Inc.
- Palazzo-Craig, Janet. *Tam's Slipper: A Story from Vietnam*. Illus. Makiko Nagano. Troll Communications, 1999.

Time

- 1** 30-40 minute lesson for introduction
- 4** 30-40 minutes lessons for reading and comparing each Cinderella version
- 3+** 30-40 minute lessons for production

Introducing the Lesson(s)

1. Conduct a read-aloud with [the opera synopsis](#). Check for comprehension using prompts such as: *Who is the main character? Who is the evil character? What magical elements are evident in the story? Where and when does the tale take place? How do the two true loves find one another?*

Developing the Lesson(s)

1. During each session, read aloud one of the different cultural versions (see bibliography), including the French/Perrault rendition, with which the students are most familiar. (Note: Although the opera is based on the Perrault version, it is



substantially different in a number of ways. Rossini's opera has a stepfather instead of a stepmother and uses crystal bracelets instead of the traditional glass slipper.)

2. Have the students answer the same questions/prompts used above in "Introducing the Lesson(s)" and then chart these results on the board as well. (You will accumulate a large list by the end of all the reading sessions.)
3. After reading each Cinderella variation, check for student comprehension using a rubric based on [the student writing checklist](#).
4. Have the class chart the different variations of the Cinderella story in [columns by story elements](#).
5. In following sessions, work toward dramatizing the story in play form, using the book, *Tam's Slipper*.
 - A. Introduce students to theater and opera vocabulary, including terms such as audition, rehearsal, lighting designer, costume designer, choreographer, director, acting coach, stage hand, prop coordinator, and so forth.
 - B. Introduce [the audition rubric](#) to students. Then offer the opportunity for everyone to audition. Teachers should select performers based on the criteria provided in the audition rubric.
 - C. Include all students as principals, supporting performers, or chorus. Students should also fill the roles of lighting designer, costume designer, choreographer, director, acting coach, stage hand, prop coordinator, and so forth.
 - D. Have students rehearse the play in class daily until they are ready to perform. During this time span, also have the students plan and then bring costumes and props from home.
 - E. Perform for invited guests.

Extending the Lesson

1. After comparing various versions of Cinderella, ask students to select one and write a response to the literature, creating a different ending to the story. Students use [the student-writing checklist](#) to review and revise their work.
2. Students write a "advice letter" to Cinderella, responding to the prompt: *Write a letter to Cinderella telling her what to do.*



3. Using Tam's Slipper as a springboard, ask students to locate Vietnam on a world map, and then assign small groups to research Vietnamese dress, food, art, culture, beliefs, and values.

Assessing the Lesson

- Assess students' ability to compare and contrast with the various versions of the story.
- Assess student performance by children's ability to communicate their character through voice and gestures, using the [audition rubric](#).

Deeper Thinking Questions Have the students discuss/debate and/or journal on the following questions:

- *What was hardest for you in comparing and contrasting the Cinderella story from different cultures? Why was it difficult? Is there anything you might have done to make it easier for yourself?*
- *How did performing a version of Cinderella change the way you think about and/or understand the story?*

Curriculum Tie-ins

English Language Arts: Small groups write play versions of the other studied Cinderella stories. In addition to using the student writing checklist, each group should edit and revise its work for correct spelling, punctuation, and grammar as well as a clear and exciting communication of ideas before reading it aloud to the other teams.

Math: Create, reproduce, and distribute simple "stage floor plans" for each student. Have them plot their entrance, stage placement, and exit location on the plan for at least one scene.

Music: Have the class create a simple song, with or without accompaniment, to sing during the performance. Help students relate something specific about Vietnamese culture through their song. (Listen to traditional Vietnamese music, if possible, for inspiration.)



Social Studies: As a class, study the folk traditions of the cultures from which the Cinderella tales emerged. Over the course of the year, hold a "folk festival day" for each in which you eat a traditional food, wear a piece of traditional dress, listen to examples of traditional music, watch a videotape of traditional dance, and discuss the culture's values and beliefs.

Visual Arts: Have students create scenery and props for the production. Using their knowledge of the *Tam's Slipper* version, students should carefully consider and then plan how they will use color, shape, and line to communicate specific information about the story and characters as they relate to Vietnamese culture. , and handwriting.