

<b>CINDERELLA IN THE LAND OF THE PHARAOH</b>
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<b>GRADES</b>
Elementary, Grades 3-5
<b>LEARNING GOALS</b>
<p><b>Pure Arts: Arts for arts' sake</b></p> <ul style="list-style-type: none"> <li>• Students will learn, define and recall the characteristics of myths and <b>fairy tales</b></li> <li>• Students will learn about the myth of the Egyptian Cinderella</li> <li>• Students will differentiate the traditional Cinderella story (<b>SYNOPSIS</b>) using a variety of versions</li> </ul> <p><b>Arts integration: Arts at the service of other studies</b></p> <ul style="list-style-type: none"> <li>• Students will transfer knowledge about the Egyptian Cinderella to the content areas of social studies, technology, and math</li> </ul> <p><b>Other disciplines introduced into arts studies: Other studies at the service of the arts</b></p> <ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Mathematics</li> <li>• Science</li> </ul>
<b>LESSON PREVIEW</b>
This lesson will introduce <i>The Egyptian Cinderella</i> by Shirley Climo and show how the Cinderella story spans a variety of historical times and cultures. It will also extend the study of Pharaoh's Egypt showing students how this ancient civilization served as the context for a variant of the traditional Cinderella story ( <b>SYNOPSIS</b> ).
<b>MATERIALS AND COMMUNITY RESOURCES</b>
<ul style="list-style-type: none"> <li>• Trade books in Classroom Leveled Libraries</li> <li>• Reference Books, CD-ROMs, DVDs, videos, Music CDs</li> <li>• Internet Resources</li> <li>• Museum or Virtual Field Trips</li> </ul>
<b>TIME ALLOWANCE</b>
Five 45-minute classroom periods

## BIBLIOGRAPHY

### 1. Publications

- Climo, Shirley. 1989. *The Egyptian Cinderella*. New York: HarperCollins Publishers.
- Perrault, C. 2002. *Cinderella*. North-South Books.
- Young, Terrell. [Happily Ever After: Sharing Folk Literature with Elementary and Middle School Students](#). 2004.  
ISBN# 0-87207-510-9.

### 2. Videos

- [Rodgers and Hammerstein's Cinderella](#) video

### 3. Audio Recordings

- [Rodgers and Hammerstein's Cinderella](#) Audio Recording

### 4. Web Resources

- <http://www.northcanton.sparcc.org/~ptk1nc/cinderella/>: Cinderella Around the World
- <http://www.usm.edu/english/fairytales/cinderella/cinderella.html>: *The Cinderella Project* at the University of Southern Mississippi
- <http://www.amazon.com/exec/obidos/tg/listmania/list-browse/-/TY1BGVnk4BM5/ref%3Dcm%5Ffm%5Fdp%5FI%5F2/103-0860428-5786214>: Amazon Books: Multicultural Cinderella - Book Suggestions
- <http://www.darsie.net/talesofwonder/>: Tales of Wonder from Around the world
- <http://www.harwich.edu/depts/lmcelm/cinderltnpln.htm>: Cinderella WebQuest
- <http://www.ucalgary.ca/%7Edkbrown/cinderella.html>: Cinderella Stories
- [EDSITEment - Lesson Plan](#): Cinderella Lesson Plans from the Nation Endowment for the Humanities EDSITEMENT site

#### Egyptology Websites

- [http://www.metmuseum.org/Works\\_of\\_Art/department.asp?dep=10](http://www.metmuseum.org/Works_of_Art/department.asp?dep=10): Metropolitan Museum of Art- Ancient Egypt Collection
- <http://www.ancientegypt.co.uk/home.html>: The British Museum
- [http://www.eternalegypt.org/EternalEgyptWebsiteWeb/HomeServlet?ee\\_website\\_action\\_key=action.display.home&language\\_id=1](http://www.eternalegypt.org/EternalEgyptWebsiteWeb/HomeServlet?ee_website_action_key=action.display.home&language_id=1): Eternal Egypt (an especially comprehensive site)
- <http://members.aol.com/donnandlee/>: Ancient History Page
- <http://www.pbs.org/wgbh/nova/egypt/>: Nova/PBS
- <http://www.clevelandart.org/kids/egypt/index.html>: Cleveland Museum of Art Egyptology for Kids Site
- <http://www.bbc.co.uk/history/ancient/egyptians/>: BBC Website on Ancient Egypt

## NATIONAL AND/OR STATE STANDARDS

**Music:** [MENC](#) National Standards

- Listening to, analyzing, and describing music
- Understanding relationships between music, the other arts, and disciplines outside the arts
- Understanding music in relation to history and culture

**Language:** [IRA/NCTE](#) Standards

- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities

**The Arts:** [New York State Arts Standards](#)

- Standard 3- Responding to and Analyzing Works of Art
- Standard 4- Understanding the Cultural Dimensions and Contributions of the Arts

**Language:** [New York State ELA Standards](#)

- Standard 2- Students will read, write, listen and speak for literary response and expression
- Standard 3- Students will read, write, listen and speak for critical analysis and evaluation

**Social Studies:** [National Council for the Social Studies](#)

- Standard 1- Culture
- Standard 4- Individual Development and Identity

## INTERDISCIPLINARY AREAS

**English Language Arts**

**Fine and Performing Arts**

**Mathematics**

**Science**

**Social Studies**

**Technology**

## PREPARING THE STUDENTS

Note: This lesson should be delivered in conjunction with an ongoing unit on the evolution of the Cinderella story.

1. Begin by displaying any artifact or referential material generally associated with the culture of Ancient Egypt (e.g. mummy, pyramid, hieroglyphics, cartouche).
2. Using [advance organizer](#) strategies, ask students to explain what they know about these artifacts. List their answers on a chart to be displayed in class. Illustrate the chart where appropriate. Post in class for future reference.
3. Explain to students that they will be continuing their study of the Cinderella story ([SYNOPSIS](#)) by hearing the story of Cinderella that is set in Ancient Egypt. Set the context for this by asking students to describe why the Cinderella story has wide appeal and what may account for its literary longevity. Frame future discussions in this context.
- 4.

## THE LESSON PLAN

1. Plan an interactive read aloud of [The Egyptian Cinderella](#) by Shirley Climo. Have students note what makes it “Egyptian.” Include details such as character names, plot, setting, etc. Record responses for ongoing use.
2. Following this reading, work with the class to develop a [story map](#) ensuring that details of the story are clear. Construct this graphic organizer to review and sequence the plot, along with listing the major characters and story episodes.
3. In order to build and expand sight vocabulary, list any vocabulary words encountered during the reading that may be unfamiliar. These may include: Rhodopis, Memphis, Pharaoh, Horus. Make an illustrated glossary where appropriate with labeled drawings of each word entry.
4. Using the [Perrault Cinderella](#) as a point of reference, brainstorm with the students and complete the following **Story Structure Chart** using three versions of Cinderella: the Perrault, the Egyptian and the [R&H musical](#).

	PERRAULT CINDERELLA	R&H CINDERELLA	EGYPTIAN CINDERELLA
<b>Title</b>			
<b>Country</b>			
<b>Setting</b>			
<b>Hero/Heroine</b>			
<b>Plot</b>			
<b>Shoe Type</b>			
<b>Cultural Features</b>			

5. After the story structure chart is completed, have students divide into small response groups. Have one group storyboard The Egyptian Cinderella, another Perrault version, and another the [Rodgers and Hammerstein](#) musical. They may use the *Story Structure Chart* to inform this task. Ask each group to retell their Cinderella story using varying modalities including a poem, a memoir, or [Readers Theatre](#) which is a presentation of spoken narrative and drama. Usually, Readers Theatre does not use costumes and scripting is minimal. Narration usually bridges the gap between episodes.
6. During the class read-aloud sessions, have each group present their Cinderella variation using the different modalities.
7. After each group has presented their story, post storyboards in the class for future use. Next, encourage each group to synthesize this information by creating their own “New Millennium” version of Cinderella (e.g., “A Rock Cinderella,” “Cinderella and her Website,” “A Cinderella PowerPoint.”).
8. Have each group perform their personal version again using various presentation modalities.

## EXTENDING THE LESSON

1. Display a World Map in class, either online or commercially made. Point to significant places referred to in the three Cinderella stories and locate them on the map. Have students label and complete individual desk maps of their own, noting the same places referred to in the lesson. Using the site: <http://www.ucalgary.ca/%7edkbrown/cinderella.html>, select other countries and cultures that have a Cinderella story. Locate these on the map. Bookmark these locations.

2. Discuss how various characteristics of places where the Cinderella story takes place are influenced by climate, dress, custom *etc.* For instance, note that in the Egyptian Cinderella, the slippers are rose-red. Talk about how, in Ancient Egypt, gold was sometimes mixed with iron to give it a reddish hue. This could further branch off into a discussion on natural resources of a region and how they are used by the society.

Note: This next activity can involve a long-term, comprehensive interdisciplinary project that integrates The Cinderella story with a unit on Pharaonic Egypt.

3. Develop an [I-Search](#) on Pharaonic Egypt. Use an [online encyclopedia](#) as a reference resource. Center this Search around the focus question: What was Life Like in Ancient Egypt? Use specific references in the story to motivate students to discover more information about Ancient Egypt (make sure that correct [historical periods](#) are used *e.g.* Old Kingdom, Middle Kingdom, Late Kingdom). As an example, in the Egyptian Cinderella, the Falcon god Horus plays an important. Discuss the roles of gods and goddesses in Ancient Egypt and why they were important to their society. Some gods and goddesses could include:
  - a. Anubis
  - b. Aten
  - c. Bastet
  - d. Hathor
  - e. Horus
  - f. Isis
  - g. Osiris
  - h. Ptah
  - i. Re
  - j. Selket
  - k. Shu
  - l. Thoth
4. Some other thematic areas in the I-Search could include:
  - a. The Process of Mummification
  - b. Development of Hieroglyphics
  - c. Use of Cartouche
  - b. Building the Pyramids
  - c. Archaeology and Ancient Egypt
5. Some interdisciplinary Cinderella/Pharaonic Egypt activities could include:
  - a. Make a cartouche for Cinderella.
  - b. In Ancient Egypt, people were very concerned with life after death. They believed they would need much of their personal belongings in the afterlife. To prepare for the afterlife, Egyptians often buried with them objects they thought they would need. List ten objects you think the Egyptian Cinderella might need in her afterlife.
  - c. in her afterlife.
  - d. Design Cinderella's name (as well as other characters) using hieroglyphics.
  - e. Egyptians believed in **magic** charms and amulets. What **magic** charms do you think Cinderella might need? How would these help her?
  - f. Women, in Ancient Egypt, appeared to enjoy some rights and privileges that were denied to them in other societies. For example, they could own property, work in a business, and hold supervisory positions. Discuss how this might have helped a story character like Cinderella.
  - f. Write a sequel, set in Egypt, to the *Egyptian Cinderella*.

#### EVALUATING THE LESSON

In evaluating the lesson, several approaches can be taken. Rubrics can be established for any number of tasks suggested throughout the lesson. These can be related to the Egyptian Cinderella, tie-ins with

Egyptology, or on any of the extension activists. Some websites to assist in this evaluation process are:

1. <http://rubistar.4teachers.org/index.php>
2. <http://school.discovery.com/schrockguide/assess.html>
3. [http://intranet.cps.k12.il.us/Assessments/Ideas\\_and\\_Rubrics/Rubric\\_Bank/rubric\\_bank.html](http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Rubric_Bank/rubric_bank.html)  
<http://www.quadro.net/%7Eecoxon/Reporting/rubrics.htm>

### DEEPER-THINKING QUESTIONS

- What is it about the Cinderella story that makes it so [multicultural](#)?
- You've been asked to e-mail Cinderella some "instant advice." If you could give Cinderella any advice, what would you tell her and when?
- Why do you think the story of Cinderella has lasted so long?
- Why do you think [fairy tales](#) continue to be popular?
- Do you think the [composers](#) of the music for the NYCO Cinderella, [Rodgers and Hammerstein](#), would set the Egyptian Cinderella to music?

### CURRICULUM TIE-INS

#### English Language Arts

- Select one Cinderella story from any [culture](#) and retell from the viewpoint of a minor character
- Retell the Cinderella story using another medium, *e.g.*, puppetry, story theatre, poem. Use a storyboard to help this retelling.
- Do a genre study of folk tales, [fairy tales](#), myths constructing a compare/contrast matrix that identifies their major characteristics.

#### Fine and Performing Arts

- Display the 1899 painting *Cinderella* by English Victorian artist Valentine Prinsep available at <http://www.victorianartinbritain.co.uk/biog/prinsep.htm>. Discuss how the artist visually communicated the Cinderella story through the painting
- Listen to the musical [score](#) by [Sergei Prokofiev](#) of the ballet [Cinderella](#). Discuss how the [composer](#) conveys various [episodes](#) in the story, for example preparing for the ball, the clock striking twelve <http://www.amazon.com/exec/obidos/tg/detail/-/B000002SCN/103-0860428-5786214?v=glance>
- Watch excerpts from the ballet.

#### Mathematics

- Remembering the importance of time in Cinderella, draw a clock with various kinds of numerals (*e.g.*, Roman, Egyptian, Arabic numerals).

#### Social Studies

- Construct an "Cinderella Atlas" that includes all of the places in the world in which the Cinderella story has a literary tradition. These include places like Korea, China, Russia, Ireland, Cambodia, and Vietnam. Use an [online atlas](#) for reference.

#### Science

- Review the process of mummification. Discuss all the scientific principles involved in this.

#### Technology

- Take a *virtual visit* to an Egyptology section of a Museum.

## VOCABULARY

**Hieroglyphics:** A system of writing mainly in pictorial characters

**Mummification:** to embalm and dry as or as if a mummy

**Dynasty:** a succession of rulers of the same line of descent

**Pharaoh:** a ruler of ancient Egypt

**Amulet:** a small object worn as a charm against evil

**Sarcophagus:** a stone coffin