



CREATING A BIG BOOK OF CINDERELLA CHARACTERS: COMPARING TWO DIFFERENT STORIES

By Patricia Moriarty, Scotland Elementary, Danbury, CT

GRADES

Grades 3- 5

LEARNING GOALS

- To create drawings of the main characters in a big book form
- To describe the differences and similarities of each of the characters

LESSON PREVIEW

The student’s job is to make a big book of the main characters using the musical version of Cinderella ([SYNOPSIS](#)) by [Rodgers and Hammerstein](#) and another version of the story.

MATERIALS AND COMMUNITY RESOURCES

- The Story of Cinderella used in the musical by [Rodgers and Hammerstein \(SYNOPSIS\)](#)
- A Cinderella story of the students choice (refer to bibliography for sources of books)
- Scrap Paper
- White construction paper ,pencil, markers, crayons, scraps of fabric, scissors and glue

TIME ALLOWANCE

3- 4 40 minute classes

BIBLIOGRAPHY

1. Publications

Cinderella stories:

- Birstow, Catherine, *The Golden Horse: An American Fairy Tale*
- Climo, Shirley. *The Egyptian Cinderella*
- Climo, Shirley. *The Irish Cinderella*
- Cole, Babette. *Prince Cinders*
- Jackson, Ellen. *Cinder Edna*
- Louie, Ai-Ling. *Yeh Shen*
- Martin, Rafe. *Rough-Face Girl*

2. Video Recordings:

- *Cinderella*, Music by Rodgers and Hammerstein. Brandy. Whitney Houston, Disney Studios, 1997
- *Cinderella*, Music by Rodgers and Hammerstein. Dir. Charles S. Dubin. Lesley Ann Warren. CBS 1964

- *Cinderella*, Dir: Wilfred Jackson. Disney, 1950 Classic Disney animated version
3. Web Resources
- www.operasmart.com - A great website for opera related teaching materials

NATIONAL AND/OR STATE STANDARDS

- [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

INTERDISCIPLINARY AREAS

English Language Arts
Fine and Performing Arts

PREPARING THE STUDENTS

1. Students should have watched the musical Cinderella
2. Students should read another Cinderella story and talk about similarities and differences.
3. Students should be presented with other books that they can use for their project.

THE LESSON PLAN

- Students will:
1. Choose a partner to work with.
 2. Choose a story that will be used to compare with the musical story.
 3. Make a list of all the characters in the musical in one column of a two-column piece of paper.
 4. Make a list of all the characters from the book chosen in the second column.
 5. Decide who will do each of the characters. (Each person should do at least 3)
 6. Do a rough sketch of both versions of the characters using scrap paper.
 7. Write one sentence telling what is similar about each of the characters and what is different under each set.
 8. Show their rough draft to their teacher.
 9. Draw one version of the character on the top of a sheet of white construction paper and the other version on the bottom of the paper leaving enough room on the bottom for the two sentences.
 10. Add color and texture to the costumes by using markers, crayons and/or fabric scraps.
 11. Design a cover for the book giving a title, picture and their name.
 12. Put the book together with book rings or yarn.
 13. Fill out the performance assessment sheet.
 14. Present the project to the teacher and the class.

EXTENDING THE LESSON

Creating songs to fit the book version of the story.

EVALUATING THE LESSON

Students will be given a performance self-assessment sheet to fill out at the end of the project.

CURRICULUM TIE-INS

English Language Arts
Fine and Performing Arts
International Languages
Social Studies