

Where In the World Is My Slipper

Grade Level: First Grade

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Length of Unit: Six lessons

I. ABSTRACT

- A. This unit looks in depth at the story of Cinderella. This unit uses a variety of activities and literature to present the story from five different countries. We hear the story as it is told in China, Egypt, Ireland, France and the United States. Basic geography of each country is introduced so the children will see how these geographic features and cultural differences affect how the story is told in each country. We pay particular attention to the differences in the cultures, but also to the elements that are common to every country's story. We hope for the children to gain an understanding of the diversities and similarities in cultures and how this enriches our world.

II. OVERVIEW

- A. Concept Objectives
1. Recognize and value similarities and differences in cultures.
 2. Environment affects the way people live.
- B. Content from the *Core Knowledge Sequence*
1. Some of the many variations on the Cinderella story (from Europe, Africa, China, United States)
 2. Review the continents: Asia, Europe, Africa, North America
 3. Map skills for first grade (finding directions, understanding keys or legends, locating the equator and the poles.)
 4. Literary terms: characters, heroes, and heroines
- C. Skill Objectives
1. Students will identify continents and countries on a map.
 2. Students will retell a story.
 3. Students will identify common elements of a fairy tale.
 4. Students will organize and build upon background knowledge through a variety of cooperative and individual strategies, e.g. brainstorming, concept-mapping, role-playing, etc.
 5. Student will recall details of a story.
 6. Student will sequence events in a story including beginning, middle, and ending.
 7. Student will compare and contrast to comprehend these stories from diverse cultures and time periods.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. Sierra, Judy *The Oryx Multi-cultural Folktale Series*
 2. Hayes, Deborah Shepherd and Mazo, Karyn *Tales Around the World*
 3. Please note all of the books listed in resources. There is information at the back of many of these books that is helpful in teaching these lessons.
- B. For Students
1. Foundation study of the continents in kindergarten.
 2. Introduced to *Cinderella* in kindergarten.

IV. RESOURCES

- A. Climo, Shirley. *The Egyptian Cinderella*
- B. Climo, Shirley. *The Irish Cinderlad*
- C. Louie, Ai-Ling. *Yeh-Shen: A Cinderella Story from China*
- D. Perkal, Stephanie. *Midnight A Cinderella Alphabet*
- E. Perrault, Charles. *Cinderella*
- F. Shepherd-Hayes, Deborah and Mago, Karyn. *Tales Around the World*
- G. Sierra, Judy. *The Oryx Multicultural Folktales Series: Cinderella 1. Ashpet*
- H. Copies of Appendices A through H

V. LESSONS

Lesson One: My Slipper Collection

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Recognize and value similarities and differences in cultures.
 - 2. Lesson Content
 - a. *Midnight A Cinderella Alphabet*, book by Stephanie Perkal
 - b. Review and location of continents
 - 3. Skill Objective(s)
 - a. Recall of previously learned material
 - b. Recall details of story
 - c. Identify continents and countries on a map
- B. *Materials*
 - 1. *Midnight A Cinderella Alphabet* by Stephanie Perkal
 - 2. Location indicators (Appendix A)
 - 3. World map
 - 4. Chart paper
- C. *Key Vocabulary*
 - 1. version-different points of view
 - 2. alphabet-letters of a language in their customary order system of writing
- D. *Procedures/Activities*
 - 1. Ask the children to recall what they know about the story of Cinderella
 - 2. Make a list of their responses on chart paper and save for later.
 - 3. Tell children there are over 500 different versions of this story. These stories are told all over the world.
 - 4. Read beginning of *Midnight A Cinderella Alphabet*. Share the different versions given alphabetically.
 - 5. As each new country is introduced have volunteers put an indicator on the map for each location.
 - 6. Have children guess which country the traditional version is from. Tell them they will find out tomorrow.
 - 7. Tell them they are going to be learning about some of the different versions in this unit.
- E. *Evaluation/Assessment*
 - 1. Teacher will ask children to share something they remember about the Cinderella alphabet. Ask them to find the appropriate continent on the map.

Lesson Two: My Glass Slipper

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Recognize and value similarities and differences in cultures
2. Lesson Content
 - b. Perrault's "Cinderella"
 - c. Common elements of all Cinderella stories
 - d. Knowledge of France in Europe
2. Skill Objective(s)
 - a. Identify countries on map
 - b. Retell a story
 - c. Comparison
 - d. Identify elements of a story

B. *Materials*

1. "Cinderella" by Charles Perrault
2. Map
3. Strip with story title and country
4. List made in previous lesson
5. Chart paper
6. Individual maps (Appendix B)
7. Crayons or location indicators for individual maps

C. *Key Vocabulary*

1. Perrault- author of "Cinderella"
2. fairy tale – story passed through generations often retold in various forms
3. cinders-ashes
4. ball-dance or party
5. hero/heroine-main good character in a story

D. *Procedures/Activities*

1. Review the list made in previous lesson. Add to this list if necessary.
2. Read Perrault's "Cinderella" to the class.
3. Compare the story they've just heard with the list they made. What is the same? What is different? Discuss vocabulary words.
4. Tell them there are many different versions of the story, but they all have common elements. List the elements on chart paper. Hero/heroine, magic, royalty, proof of identity, happily ever after
5. Review story and identify all the elements.
6. Tell them this story is from France. Mark France on the map with a slipper. Have children identify the continent of Europe.
7. Help the children to mark France with story title strip.

E. *Assessment*

1. Children will identify France on individual maps of Europe using crayons of their own location indicators. Have children fold a piece of paper into quarters. Have them retell the story by drawing events from the story in each box.. Draw four events that include the beginning and the ending of the story in sequence. Alternative assessment: Use flannel board characters to allow children to retell story. Keep it in a center throughout unit.

Lesson Three: My Rose-Red Slipper

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Recognize and value similarities and differences in cultures.
 - b. Environment affects the way people live
2. Lesson Content
 - c. *The Egyptian Cinderella* by Shirley Climo
 - d. Knowledge of Mediterranean area map
 - e. Knowledge of Egypt in Africa
3. Skill Objective(s)
 - a. Identify country on a map
 - b. Retell the story
 - c. Comparison
 - d. Identify elements of a story

B. *Materials*

1. *The Egyptian Cinderella* by Shirley Climo
2. Individual maps
3. Crayons or location indicators for individual maps
4. World maps and locators
5. Story title strip
6. Individual maps of the Mediterranean area (Appendix C)

C. *Key Vocabulary*

1. Greece-Rhodopis' birthplace
2. Egypt-setting of the story
3. Pharaoh-an Egyptian King
4. falcon-hawk
5. barge-flat boat
6. Nile River-a river in Egypt
7. pyramid-a tomb which royalty was buried in when they died

D. *Procedures*

1. Review "Cinderella" from previous lesson.
2. Tell children the story today is from Egypt. Locate Egypt on the world map and use location indicator to mark it. Ask children to identify the continent of Africa.
3. Discuss vocabulary words noting Greece and Egypt on the map. Tell children to listen as you read the story.
4. Discuss the story. How does this version compare to Perrault's?
5. Use list of elements made in prior lesson. Review story to see if they are all there. What as their favorite part?
6. Look at Egypt on the map. Help children to mark it with the story title strip
7. Notice the geography of the area. Point out the desert, the river, the sea, and their nearness to the equator. What kind of climate is this?
8. Lead the children to discuss now these things affect how this story is different from the French version. Ask questions such as "Why is a barge used in this story?" "Why do the characters dress the way they do?"
9. Pass out Mediterranean maps and have children identify Egypt. Notice Africa and Europe. Point out the country of Greece. What continent is Greece in?
10. Review directions on the map. (north, south, east, west) Explain map legend.
11. Ask questions related to map and have children locate and mark appropriate places (Greece, Egypt, Mediterranean Sea, Nile River, Cairo, etc.)
12. Pass out individual maps of Africa. Have children color or use indicator to mark Egypt. (Appendix D)

E. Assessment

1. Let children explain to you what they have marked on their maps. Have them tell you why the geography is important to the story. Have them draw pictures of Rhodopis and Amasis.

Lesson Four: My Golden Slipper

A. Daily Objectives

1. Concept Objective(s)
 - a. Recognize and value similarities and differences in cultures (3.1.2)
 - b. Environment affects the way people live. (3.1.4)
2. Lesson Content
 - a. *Yeh-Shen A Cinderella Story from China* retold by Ai-Ling Louie
 - b. *Knowledge of China in Asia*
3. Skill Objective(s)
 - a. Organizing information (R-1.16)
 - b. Identifying common story elements
 - c. Recall details of story (R.1.7)
 - d. Identify continents and countries on a map
 - e. Sequencing events

B. Materials

1. *Yeh-Shen A Cinderella Story from China* retold by Ai-Ling Louis
2. World Map and location indicators
3. Story title strips
4. Individual maps of Asia (Appendix E)
5. Crayons or location indicators
6. Elements of the story written on sentence strips
7. Paper for painting
8. Watercolors
9. Teacher made chart of elements common to Cinderella. (Appendix F) Chart should already list elements from Perrault.

C. Key Vocabulary

1. China-setting of the story
2. banquet-a special dinner or meal
3. festival-celebration of a special day or event
4. dung heap-compost pile
5. pavilion-an open-sided outdoor building or structure
6. cloak-cape
7. dynasty-a period of time given to a ruling family

D. Procedures/Activities

1. Review stories previously taught. Use elements chart to review and compare. Have children help to fill in chart for *The Egyptian Cinderella*.
2. Locate France and Egypt on the world map again. Tell children that today's story is from China. Locate China on the map and mark it with a slipper. Have children identify the continent of Asia.
3. Ask children to listen as you read *Yeh-shen*. Ask them to listen for the "Cinderella" elements and to notice the differences also. Read the story. Discuss the vocabulary words as you are reading.
4. After reading, discuss story. How was it like the other two? Use the elements chart and fill in the children's responses. How was it different?
5. Look at China on the map. Notice its geographic features. What kind of climate does it have?

6. Look at the pictures in *Egyptian Cinderella* and pictures in *Yen-Shen*. How are they different? Discuss reasons why the characters look so different.
 7. Take sentence strips with story details and share them one at a time with children. Discuss whether the event occurred at the beginning, middle or end of the story. Use a pocket chart or lay out strips as you go working to put them in order.
- E. *Evaluation/Assessment.*
1. Give each child a sentence strip with an event from the story written on it. Have them illustrate the event with their watercolors. Let them glue the strip to their picture. Have them work together to put all the pictures in the correct order to tell the story. This could be done in pairs or small groups

Lesson Five: My Red Slipper

A. *Daily Objectives*

1. Concept Objective
 - a. Recognize and value similarities and differences in cultures (3.1.2SS)
 - b. Environment affects the way people live (3.1.4)
2. Lesson Content
 - a. *Ashpet* from *The Oryx Multicultural Folktale Series* retold by Judy Sierra
 - b. Knowledge of Appalachian Mountain region of Virginia in North America
3. Skill Objectives
 - a. Organizing information (R.1.16)
 - b. Map skills (1.1.7.SS)
 - c. Retelling a story (R.2.5)

B. *Materials*

1. *Ashpet* from *The Oryx Multicultural Folktale Series*
2. World map and location indicator
3. Individual maps of North America (Use the physical map of your choice)
4. Crayons or location indicators
5. Teacher made Venn diagram to represent similarities and differences in *Ashpet* and *Cinderella*. (Appendix G)
6. Slips of paper with character names written on them
7. Common elements chart
8. Story title strip

C. *Key Vocabulary*

1. Appalachians-mountain range in North America
2. Virginia-location of story
3. gap-a mountain pass
4. pied-ed mare-spotted in two or more colors

D. *Procedures/Activities*

1. Quickly review previous stories using elements chart.
2. Tell children our story today is from North America. Let them identify North America on the map. Tell them it comes from our country and ask them to show you the United States on the map. Tell them the story is set in the Appalachian Mountain region of Virginia. Locate these areas on the map for them. Mark the area with a slipper and the story title strip.
3. Ask the children to tell you what elements are probably going to be in this story: (heroine, magic , proof of identity, royalty, happily ever after).
4. Discuss the vocabulary. Read the story.

5. Notice the difference in the language of this story. Point out that people in certain regions sometimes speak their native language in a different way than the rest of the country.
6. Discuss other points of the story. Ask if the children like it. Why or why not?
7. Find the common elements and fill in the elements chart.
8. Use a Venn diagram to compare and contrast Ashpet with Cinderella. Write children's responses in the appropriate places in the diagram.
9. Pass out individual maps of North America. Locate the Appalachians and have children color them. Do the same with Virginia. Discuss the climate and terrain and how these things might have affected elements of the story such as why Ashpet rode on a horse rather than in a coach.
10. Let volunteers act out the story for their classmates.

E. Evaluation/Assessment

1. Put the story character strips of paper in a container. Have children draw out a slip until all the slips are taken. Let those children act out the story portraying the character they've drawn. Continue until all children have had a chance to participate. If you wish, separate the male and female characters and have girls draw out females and boys draw out males.

Lesson Six: My Big Boot

A. Daily Objectives

1. Concept Objective(s)
 - a. Recognize and value similarities and differences in cultures.(3.1.2SS)
 - b. Environment affects the way people live. (3.1.4)
2. Lesson Content
 - a. *The Irish Cinderlad*, the book
 - b. *Knowledge of Ireland in Europe*
3. Skill Objective(s)
 - c. Recall previously learned material (R1.11)
 - d. Recall details of story (R1.7)
 - e. Identify continents and countries on a map (1.17SS)
 - f. Comparison (R1.12)
 - g. Identify elements of a fairy tale.

B. Materials

1. *The Irish Cinderlad* by Shirley Climo
2. Location indicators
3. World map
4. Individual maps of Europe for students
5. Chart paper
6. Story title strip
7. Crayons or location indicators for individual maps
8. Elements chart
9. Drawing paper and crayons

C. Key Vocabulary

1. Becan-Irish for "Little One"
2. herdboy-herdsman, someone that takes care of cattle
3. nuzzled-rubbed affectionately, cuddled
4. slan-Irish word for good-bye
5. arhach-a giant
6. Ireland-setting of a story
7. island-body of land surrounded by water

D. *Procedures/Activities*

1. Review previous Cinderella stories with children
2. Remind children that sometimes the “Cinderella” story is about a boy instead of a girl
3. Ask children to predict how this story might be different from the French version of Cinderella and record their responses on chart paper.
4. Discuss vocabulary list. Help children with vocabulary and make a connection with something familiar to them in their own lives.
5. Tell children to listen as you read *The Irish Cinderlad*. Ask them to listen for the common elements and the things that are unique to this story.
6. After reading let children react to it. Let them share what they like or dislike.
7. Locate Ireland on the world map and let children tell you what continent it is on. Mark with a slipper and a story strip.
8. Discuss its location in the world. What might its climate be? What kind of terrain is represented in the pictures? What is an island?
9. Pass out individual maps of Europe. Have children locate Ireland on their map and color it.
10. Use the elements chart and identify the common elements of *The Irish Cinderlad*.
11. Make a character map for hero/heroine and a character map for villain/villainess. (Appendix H) Do this on chart paper in a large group. Let children give you character traits for each map. Compare them.
12. Look at your elements chart. Have the children recall the hero/heroine and the villain /villainess from each story.
13. Ask them if each character portrayed in the stories exhibited the traits on the character maps.
14. Help them to understand that even though the stories were from very different cultures and countries, the characteristics of good and evil were always the same.

E. *Evaluation/Assessment*

1. Have children fold a piece of paper in half. Have them draw their favorite hero/heroine on one side and their favorite villain/villainess on the other. Let them share their drawing with the class and explain their choices. Encourage them to use character words in describing their characters. Ask them to identify where their character is from and point it out on the world map.

VI. CULMINATING ACTIVITY

- A. Upon the discretion of the teacher she may choose/but is not limited to dramatizing Cinderella for each lesson in the following ways:
1. Role-playing
 2. Puppets
 3. Flannel board presentations
 4. Original written Cinderella stories by the students
 5. Original written plays by the students

VII. HANDOUTS/WORKSHEETS

Appendices A-I

VI. BIBLIOGRAPHY

Climo, Shirley. *The Egyptian Cinderella*. New York: Harper-Collins 1989 ISBN 0-690-04824-6

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Ehrlich, Amy. *The Random House Book of Fairy Tales*. New York: Random House 1985 ISBN 0-394-85693-7

Hirsch, Jr. E.D. *What Your First Grader Needs to Know*. New York: Dell Publishing. 1997 ISBN 0-385-31987-8

Louie, Ai-Ling. *Yen-Shen-A Cinderella Story from China*. New York: Penguin Putnam Books. 1982 ISBN 0-698-11388-8

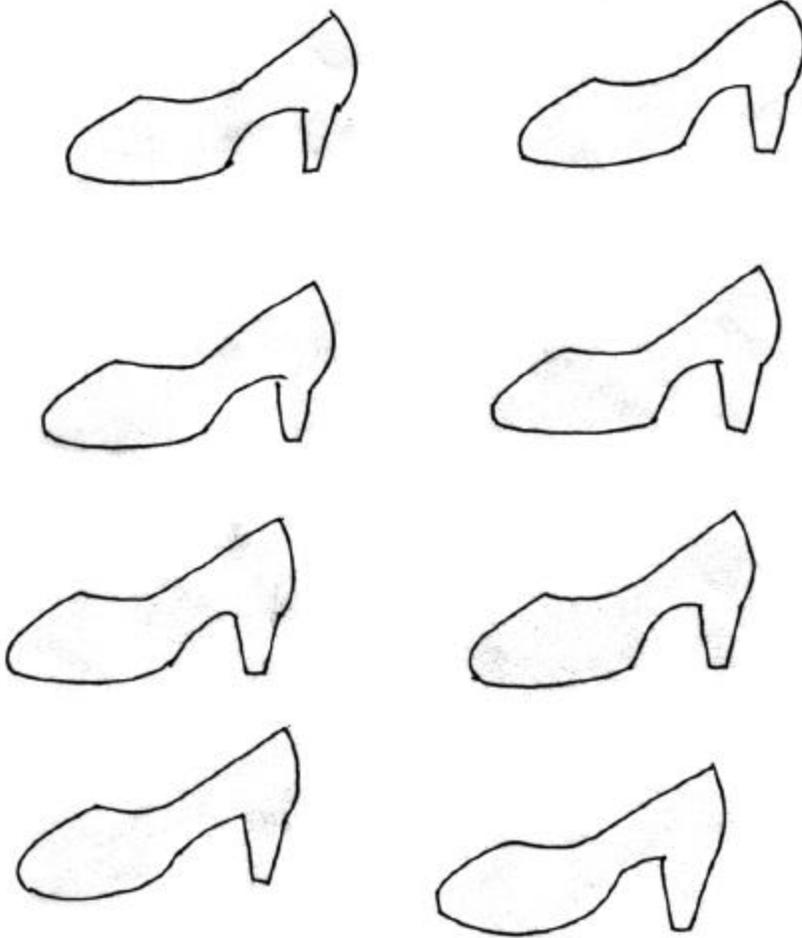
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Shepard-Hayes, Deborah and Mazo, Karyn. *Tales Around the World*. (Teacher Created Materials) Westminster, CA ISBN 1-55734-464-4

Sierra, Judy. *Ashpet from Cinderella: The Oryx Multicultural Folktale Series*. OryxPress. 1992 ISBN 0-89774-727-5

APPENDIX A

Location Indicators



APPENDIX B

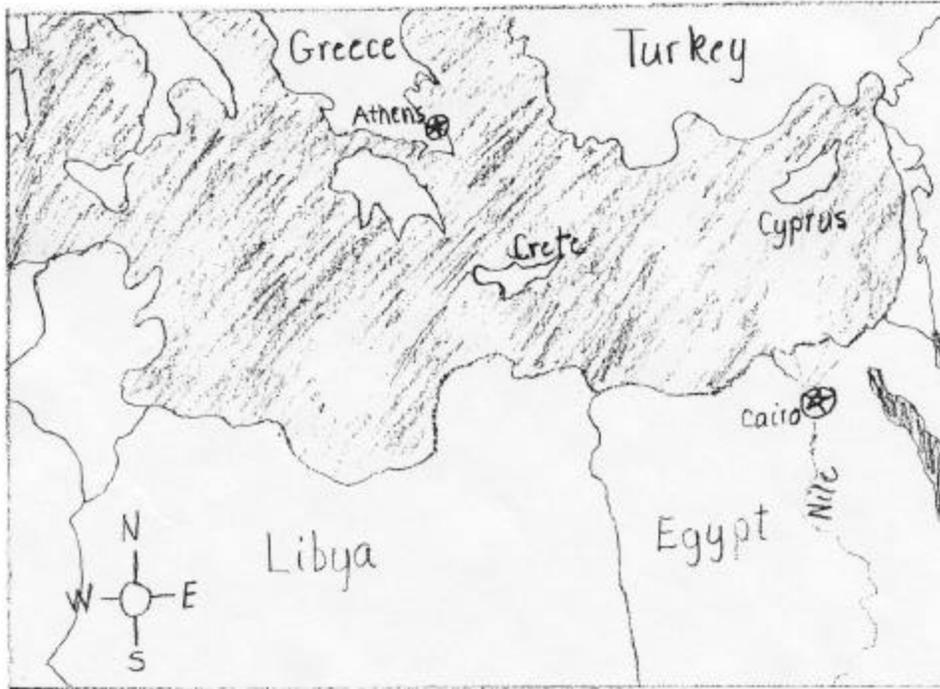
Map of Europe



Europe



Egyptian Cinderella - Map



Rhodopis is from Greece. What direction is Greece from Egypt?

What is the capitol of Egypt?

What is the capitol of Greece?

Why do you think Cairo is located on a river? What is the largest river in Egypt? What country is directly north of Egypt?

Map of Africa

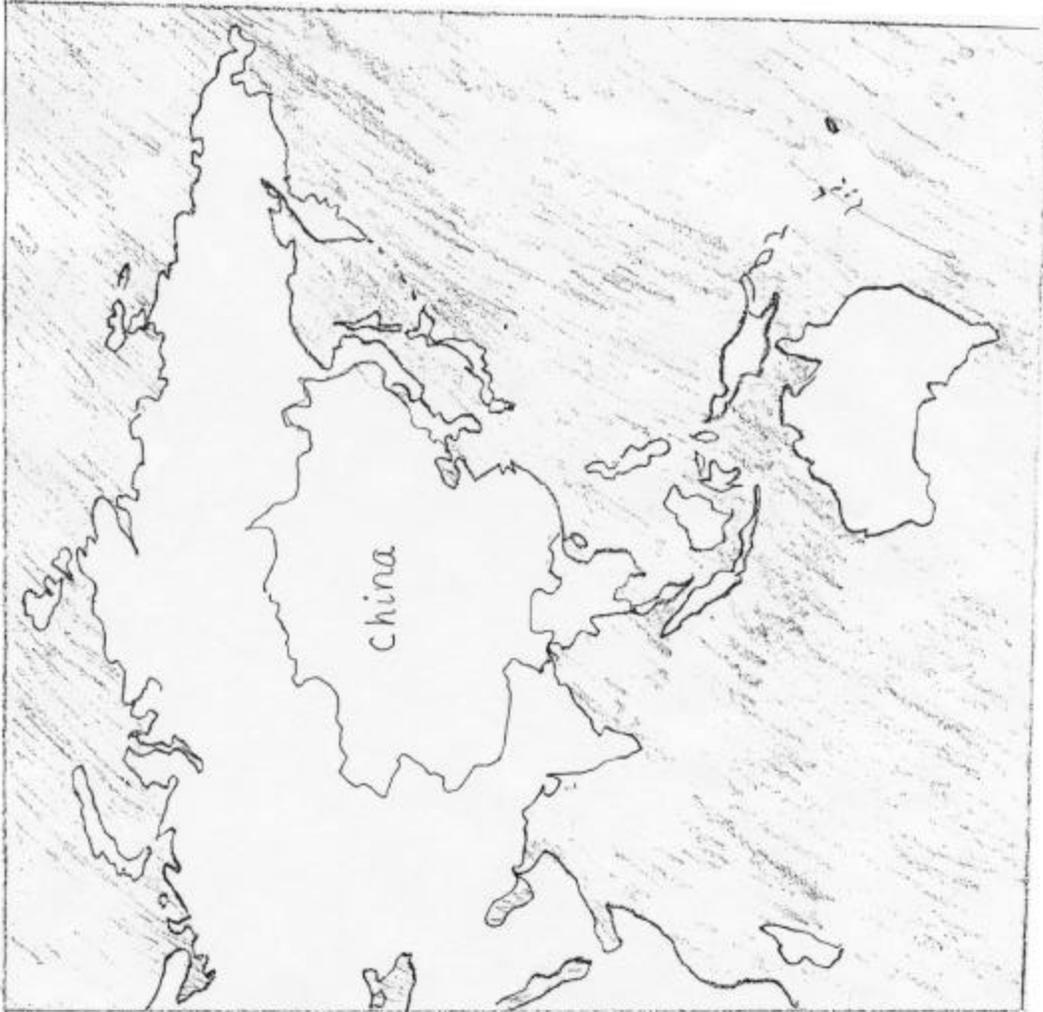


Africa

APPENDIX E

Map of China

Appendix



Appendix F

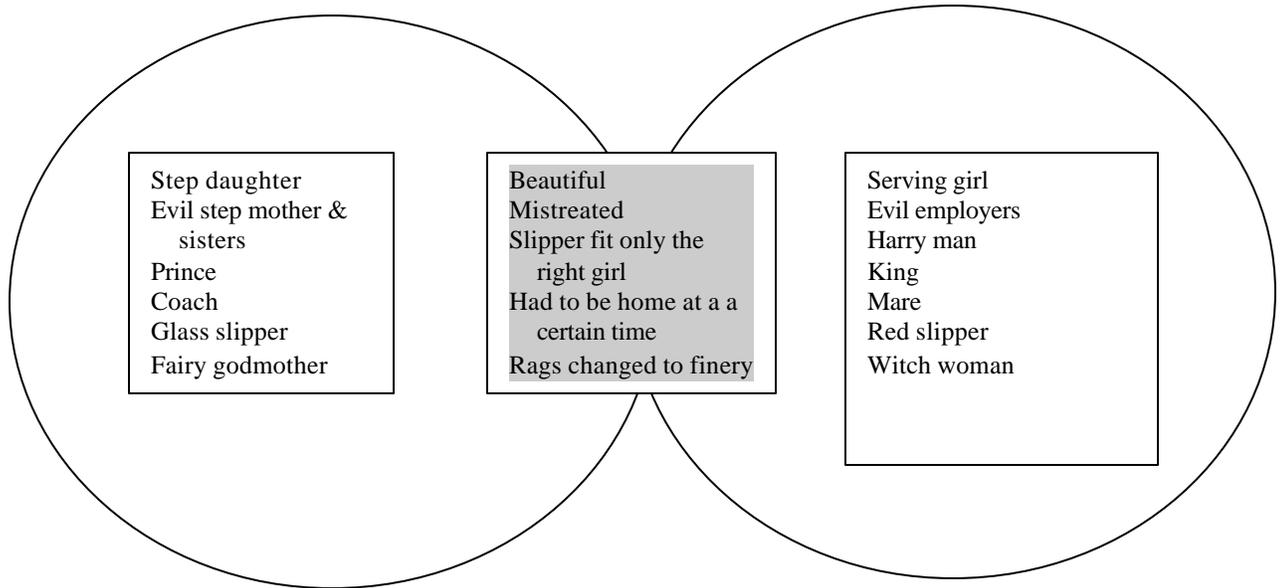
Example of Elements Chart

Heroes/Heroine 1. Cinderella 2. Rhodopis	Magic Help 1. Fairy godmother transforms Cinderella 2. Magic Slippers. Falcon	Royalty 1. Prince 2. Pharoah
Proof of Identity 1. Slipper fits 2. Slipper fits	Villains/Villainess 1. Stepmother and sisters 2. Servant girls	Happily Ever After 1. Cinderella marries prince 2. Rhodopis marries pharoah

Appendix G
Venn Diagram

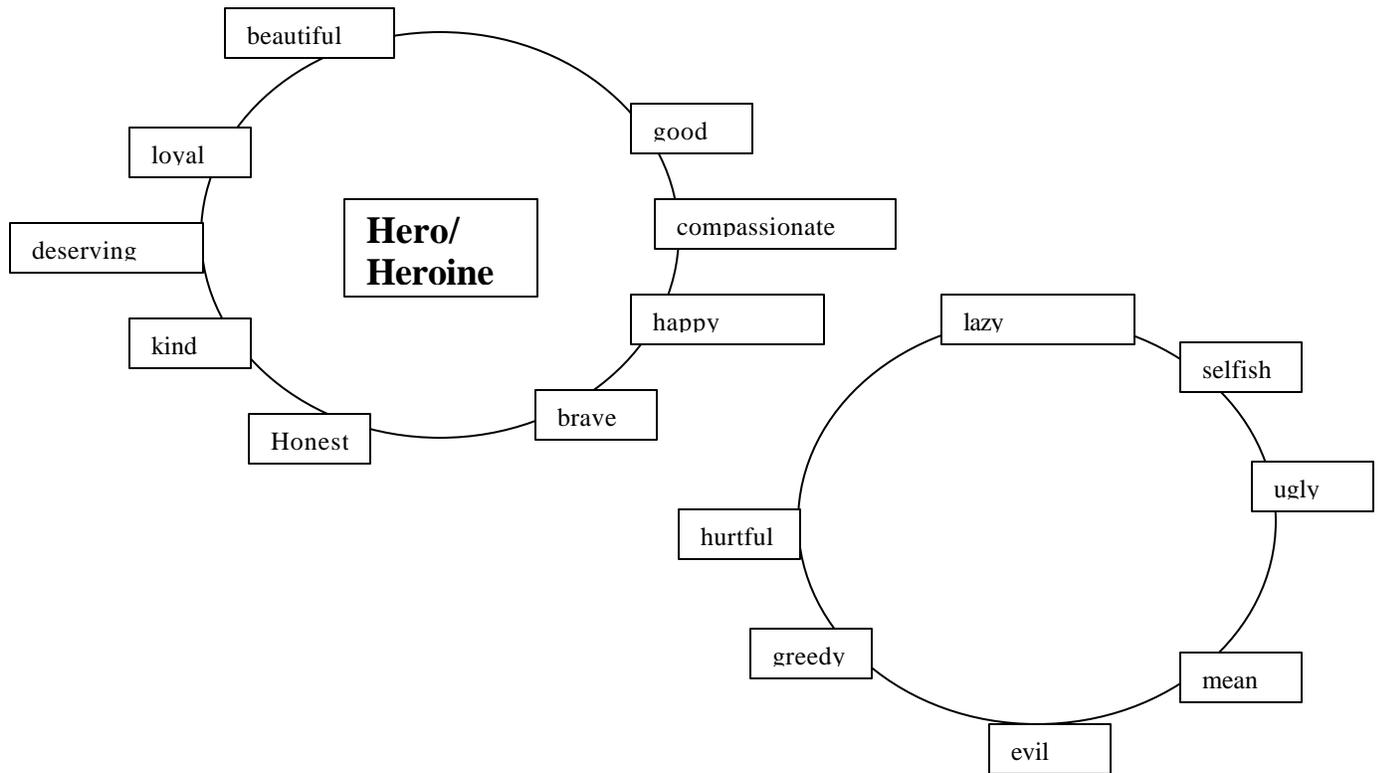
Cinderella

Ashpet



Appendix H

Example of a Character Map



APPENDIX I

LESSON ONE

Background Notes

Midnight A Cinderella Alphabet by Stephanie Perkal. Using a word for each letter of the alphabet, the author introduces twenty-one Cinderella stories from eighteen cultures. There are actually over 500 versions of Cinderella. Most versions have the central character, Cinderella, as a female, but there are some versions that have a male Cinderella as the central character. The oldest version of Cinderella is credited to China. Charles Perrault's "Cinderella, or the Little Glass Slipper," remains the best-known of the literary Cinderella tales. As an oral traditional tale, Cinderella seems to be most widespread among the people of Europe, the Middle East, and Asia.

LESSON TWO

Background Notes

"Cinderella" by Charles Perrault from *The Random House Book of Fairy Tales* adapted by Amy Ehrlich. Classical / traditional (French) version of Cinderella was written by Charles Perrault. In this version, Cinderella goes to the ball not once, but twice. On her first outing to the ball, she is given an orange by the Prince at the ball and shares its sections with her stepsisters. Oranges and lemons were highly prized at this time and were very expensive. Mice, a rat, and lizards are used in this version to become her dapple-gray horses, coachman, and footmen respectively. The story of Cinderella, best known as a children's story is by the French writer, Charles Perrault (1697).

LESSON THREE

Background Notes

The Egyptian Cinderella by Shirley Climo. The tale of Rhodopis (ra-doh-pes) and the rose-red slippers is one of the world's oldest Cinderella stories. It was first recorded by the Roman historian Strabo in the first century B.C. This story is both fact and fable. Rhodopis is believed to have been born in northern Greece, kidnapped by pirates as a child, and sold to a rich man on the island of Samos. One of her fellow slaves, Aesop, told her wonderful fables about animals. What is fact is that a Greek slave girl, Rhodopis, married the Pharaoh Amasis (ah-may-ses) (Dynasty XXVI, 570-526 B.C.) and became his queen.

LESSON FOUR

Background Notes

Yeh-Shen A Cinderella Story from China retold by Ai-Ling Louie. This story as it appears in *The Miscellaneous Record of Yu Yang*, a book which dates from the T'ang dynasty (618-907 A.D.) The oldest European version of *Cinderella* was found to be an Italian tale from 1634. Since the Yeh-Shen story predates that tale, Cinderella seems to have made her way to Europe from Asia. The first Cinderella story to be written down, so far as is known, was the story of the girl Yeh-hsien, which appeared in a ninth-century Chinese manuscript.

LESSON FIVE

Background Notes

Ashpet (United States: Appalachia) by Judy Sierra from *The Oryx Multicultural Folktale Series* (Richard Chase. “Ashpet” from *The Grandfather Tales* by Richard Chase. Copyright 1948 and 1976 by Richard Chase. Reprinted by permission of Houghton Mifflin Co. The story of “Ashpet” was recorded in the 1940’s in the Appalachian mountain region of Virginia from a descendant of settlers from Europe. Ashpet is a servant in the house of a cruel woman and her two daughters—she is not a stepdaughter. As in many Cinderella tales, Ashpet’s troubles are not over after her wedding. Fairy tales brought to the United States from Europe are often told as if they happened in America, while keeping kings, queens, princes, and princesses as characters. In this version, she does not lose her shoe, but she eases it off and kicks it in the “bresh” and says, “I’ve lost one of my slippers, sure’s the world!”

LESSON SIX

Background Notes

The Irish Cinderlad by Shirley Climo. In Ireland, for a thousand years, a seanachai, or storyteller, was second only to a king, and Irish harpers sang their ballads in every court. Then, in 1366, and English law, the Statute of Kilkenny, banned bards and poets from using their native tongue. Forbidden or forgotten, few Irish legends or folktales found their way into print until the 1800’s. The Irish Cinderlad is an adaptation of one of those old stories revived in the nineteenth century. A Cinderlad tale isn’t unique to Ireland. Around the world, there are many variations of the story. Most familiar is the Scandinavian *Askelad*, but other European Cinderlads are found in England, Hungary, and the Balkans. The Hausa people of Africa have a hero who is identified by a shoe test. Although a bull seems a strange fairy godmother, in long-ago Ireland, cattle were thought to have come from the sea and to have unusual powers. In particular, a cow with a white face and red ears was considered an enchanted creature.