

Cinderella: A Cultural Adventure

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1. Question & Research Task

“The story of Cinderella may be the world's best-known folk tale. No one knows how old it is, but a Chinese version dates from the ninth century A.D. One folklore study has identified nine hundred versions of the story from the cultures of Europe. The specific details vary from place to place, but the basic plot remains the same: a young, mistreated girl is rewarded in the end.” -- McDougal, Littell. *Responding To Literature*. McDougal, Littell, and Co., c1992.

It feels like there have been a million versions of the Cinderella story, in books, songs, on TV, and in movies. That is because this is a universal story that has been told in many cultures, for over a thousand years!

You have learned about aspects of culture: how it has developed; how culture determines an individual's role within society; and how people's attitudes, beliefs, and values help to shape their culture. In this research model, you will read versions of Cinderella from around the world to determine how each fairytale reflects values of its culture.



Click the picture to play a video. Use the images in this video to create a definition of culture. Discuss the definition with your classmates.

Image Source: all photos in video are from clipart.com by subscription

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How are cultural values reflected in literature?

2. Information Sources

Before you begin, review the term [culture](#). It's very important to your research and assessment today!

Use the links below to familiarize yourself with Cinderella stories from around the world. Some you may have already explored in class.

- [The Little Glass Slipper](#) (France)
- [Yeh-Shen](#) (China)
- [Chinye](#) (West Africa)- audio only
- [The Wicked Stepmother](#) (Kashmir)
- [The Brothers' Grimm Cinderella](#) (Germany)
- Other versions of the Cinderella story can be found [here](#) and [here](#)

The following resources will help you learn more about the culture of your chosen Cinderella story:

- [Culture Grams](#)
- [SIRS Discoverer Country Facts](#)
- [World Book Student](#)



Image Source: Pixabay

3. Student Activity

Using the links from [Slide 2](#), you will be identifying and analyzing cultural elements in three Cinderella stories:

- The Little Glass Slipper (France)
- Yeh-Shen (China)
- An additional Cinderella story of your choice

Be sure to do more than just identify the cultural element; you must also explain what the element reveals about the story's culture.

For example: The fish in “Yeh-Shen” isn't just a magic fish. It is also a symbol of wealth.

To help you get started, view this [presentation](#) on cultural elements in “Yeh-Shen.” You will also want to review elements of French and Chinese culture, using the resources provided on [Slide 2](#).

Use the [cultural elements chart](#) to take notes on your findings.

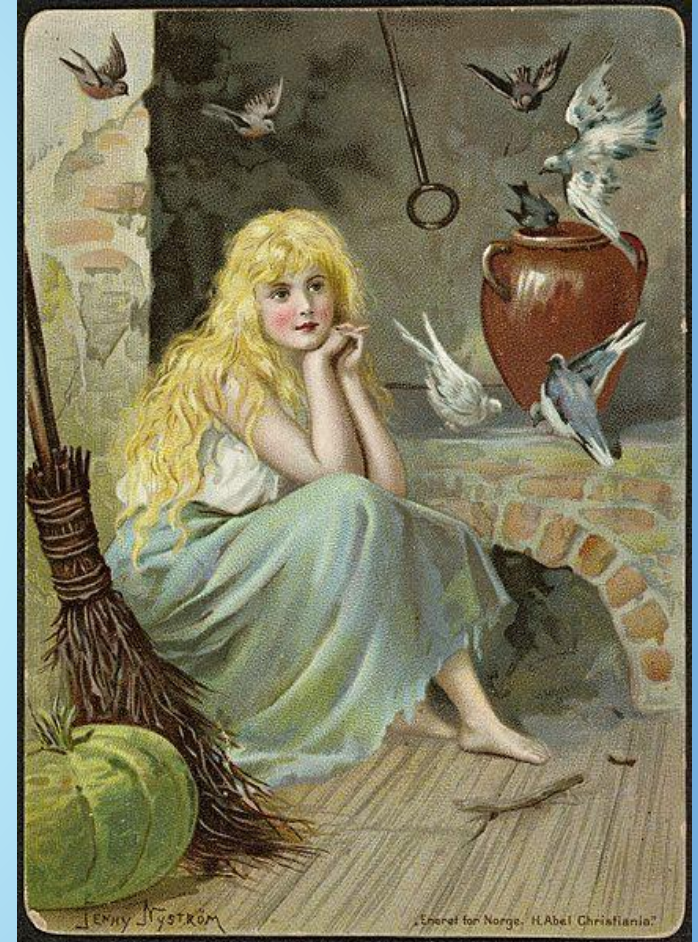


Image Source: [Wikimedia Commons](#)

4. Assessment Activity

How are cultural values reflected in literature?

Now that you have read three versions of Cinderella, it is time to think about how the story reflects different cultures. Choose one of the options below and write a well-developed response, at least two paragraphs long. Use textual evidence to support your claim.

Your teacher may grade your response according to this [rubric](#).

Option A: Refer to your cultural elements chart. Choose one cultural element (example: concept of beauty) and explain how it differs across the three Cinderella stories you have read today. How does use of this element in the different adaptations represent the different cultural values?

Option B: Refer to your cultural elements chart. Which of the three Cinderella stories do you think best reflects the values of its culture? Why did you choose this one? How is it the strongest representation of cultural values?

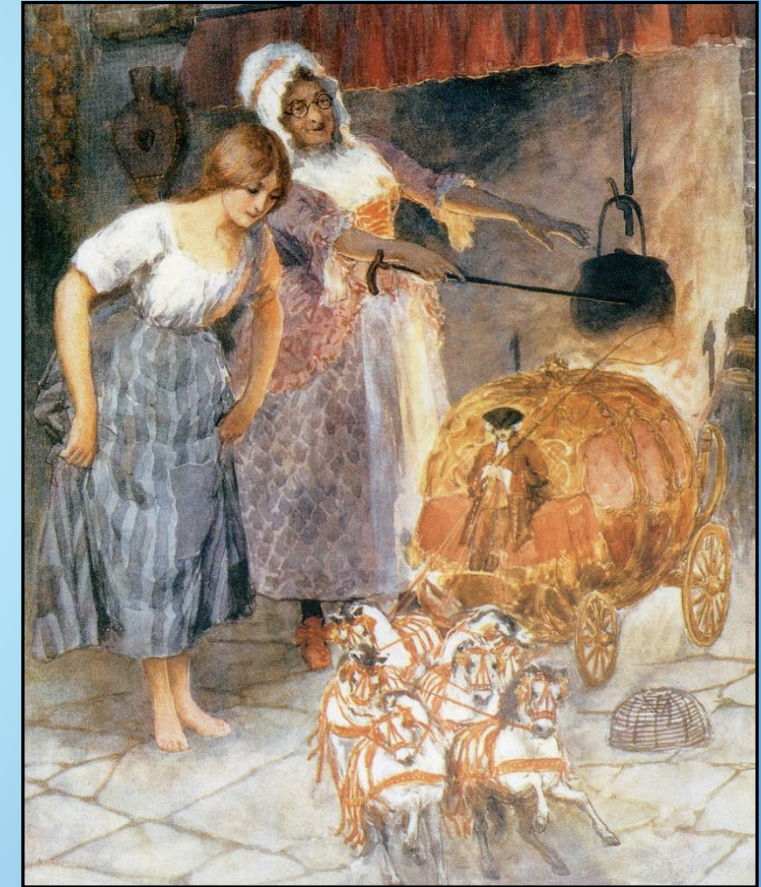


Image Source: [Wikipedia Commons](#)

5. Enrichment Activities



Image Source: Pixabay

Cinderella may be a timeless story... but there are definitely some aspects that don't fit in our own time! Explore the articles below and consider: how can Cinderella be changed to reflect our modern American culture?

- [It's Time for a More Inclusive "Cinderella Story"](#)
- [Cinderella's Representation of Gender](#)
- [A Girl, A Shoe, A Prince: The Endlessly Evolving Cinderella](#)
- [Genderless Fairy Godmother](#)

Write a letter to Hollywood proposing a television show or movie based on your idea for a modern Cinderella. Consider what you have learned today about how Cinderella represents culture. Think about how Cinderella has been portrayed in modern American culture in the past and what changes your Cinderella would make. You need to be persuasive. Convince Hollywood! What makes your idea special?

Make sure your writing follows proper [letter format](#).

6. Teacher Resources

Learning Standards Alignment

Content Learning Standards

[BCPS Grade 10 English, Unit I, Lesson 3](#)

Common Core State Standards

- RL.10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- RL.10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- RL.10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- RL.10.9 Analyze how an author draws on and transforms source material in a specific work.
- W.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Standards for the 21st Century Learner

- 1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

ISTE NETS for Students

- 1.a. Apply existing knowledge to generate new ideas, products, or processes
- 3.a. Plan strategies to guide inquiry
- 3.b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- 5.a. Advocate and practice safe, legal, and responsible use of information and technology

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Grade 10

Time Frame: It is suggested that this activity be completed in one 90-minute class period.

Differentiation:

- Direct students to use comprehension tools included in databases, such as: audio read-aloud, labeled reading levels, and embedded dictionaries.

Learning Styles:

Visual, Field Dependent, Tactile, Auditory, Field Independent

AVID Strategies:

The following AVID strategies are supported in this lesson: inquiry based learning, quick write, Cornell note taking and use of Costa's and Bloom's questioning.

Notes to the teacher:

Consult with your School Library Media Specialist to implement this Slam Dunk Lesson.

Students can turn in activities by saving Microsoft documents and copying it to a teacher or student drop folder. If a computer lab is not available, this lesson may be implemented in the classroom or library using an interactive whiteboard or printouts of the linked digital resources. This can be completed as an independent or teacher directed assignment.

- Teacher must screen the YouTube movies or have the students view them at home.

Last updated: July 2020 Report broken links to BCPS Library Media Programs & Digital Resources 443-809-4035

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