"*Cinderella* Around the World" Lesson Plan

Subject Area: Language Arts

Grade Level: 4th grade

Objective:
- Students will analyze multiple multimedia and literary versions of *Cinderella*.
- Students will gain an understanding of literary cultural differences of fairytales in other countries and be able to make similarities and differences between each using long-distance learning and communication with students of various countries around the world.

Lesson/Unit Summary:
The objective of this unit is to have students incorporate a variety of reading and writing strategies through the reading and writing of familiar and personalized fairytales and fables. Through using various multimedia and technology features in this lesson, the students will be able to communicate with other students and classrooms around the world in a virtual way to discuss the similarities and differences between an age-old fairytale: *Cinderella*.

Instructional Strategy (ies):
- Identifying similarities and differences (compare and contrast) – not only in the versions of the fairytale, but also in the cultures that students are communicating with on Skype.
- Summarizing and note taking – This will be a crucial means for students to be able to express their ideas in journals and reflections so that the teacher knows how well the students are doing in communicating with the other classroom and students
- Nonlinguistic representations (graphic organizers) – some type of organizer will need to be present as students begin to communicate more with the other members of their group and begin to put together the story elements of their new version of *Cinderella*.
- Cooperative learning – students will have to learn how to work with one another both physically and virtually. Communication in e-mail and various forms of messaging will be crucial for all students to complete the assignment.

Common Core Standards (ELA, S.S, Science, etc.)
CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

ISTE/NETS Standards for Students:
1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
    a. Apply existing knowledge to generate new ideas, products, or processes. – Using what students already know about fairytales and folktales, students will learn further about *Cinderella* in particular by having the opportunity to discuss with students around the world about it.
    b. Create original works as a means of personal or group expression. – Students are given the opportunity throughout the lesson to create their own fairytale version of Cinderella (i.e. write a different ending, beginning, etc.). They can then collaborate with other classrooms and groups on Skype around the world.
2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively including at a distance, to support individual learning and contribute to the learning of others.
    a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. – Students are interacting and collaborating with their peers around the world to create and learn further about fairytales that may either be very familiar or completely foreign in their country and communities.
    c. Develop cultural understanding and global awareness by engaging with learners of other cultures. – By communicating with students around the world (rather than just around the United States), students are receiving a small taste of cultures that are found globally.
5. Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
    b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. – By giving students the chance to productively collaborate and learn from others around the world using technology, they are learning how to become more culturally sensitive and socially informed.

Media and Materials/Technology Needed:
All types of technology, materials, software, hardware, etc. are included in order to help make the lesson successful

- *Cinderella* stories from different countries (http://www.lowvilleacademy.org/webpages/MBlow/cinderella.cfm?subpage=868111 - variety of stories, no specified ones need to be used)
- Video clips
    - http://www.youtube.com/watch?v=FW7RxoY4xs8 - "A Cinderella Story" trailer
    - http://www.youtube.com/watch?v=Dyl_nW2n528 - "Cinderella" ball scene
- Lined paper / writing journal
- Computers with the ability/software to access Skype (classroom set of computers is ideal, but this can be done using only the teacher's computer)
- Access to storybird.com (again, using computers in a Media Center or a class set would be ideal, but this can be done using only one or two computers also).

How Depth of Knowledge (DOK) level 3 & 4 will be addressed in lesson:

- **DOK 3:** There are many various endings to Cinderella. Using two versions of the fairytale that have been read, analyze the author's purpose for the ending that was chosen and how it affects the interpretation of the overall fairytale.
    - By having students analyze one characteristic of the fairytale (the ending), they are going beyond the text while still have the opportunity to refer back to it and provide examples from it. They are connecting their thinking to what the author has stated and providing reasoning behind it.
- **DOK 4:** Describe why the fairytale of *Cinderella* is an easily found theme and story found around the world. Draw from additional related sources (i.e. Skype discussions, books, Internet, etc.) to write and illustrate why this tale can be found across all cultures not only in the United States, but around the world.
    - By having students refer to multiple sources and outlets, they are developing higher order thinking to respond to this question. They are addressing an entire concept in this question and are analyzing it based on a multitude of texts and sources.

Differentiation (delivery method, activity/process, content/ability/ assessment):

How will you differentiate the lesson for students who are ESL learners or bilingual learners? How will the lesson be altered to fit students that are above grade level or below grade level?

ESL / bilingual learners: Since this lesson is focused on communicating with students around the world, it is possible that the class will come in contact with students from the same country who speak the native language that the learner in the class speaks. If this is not true, stories can easily be translated into the native language (through Google translate or various translation websites). Fairytales are often universal around the world, so it is also possible that students will have some type of prior knowledge. If not, students will still be able to respond during class discussions and learning from their peers as they discuss and see pictures of the tale.

Above / below grade level students: It is not likely that this lesson will need to be altered for students above grade level. Since a large creativity element will be incorporated into this lesson, they will have the opportunity to include their own ideas and become as creative as they want while also being challenged to communicate and virtually work with students around the world. The same will prove to be true for below grade level students. As previously stated, fairytales are often universal, meaning that students of any knowledge and culture will have an idea of what the tale is about. Below grade level students may struggle in reading and comprehension, but they will have the opportunity to include their ideas into the personalized fairytales while communicating with other students who are also sharing their own ideas.

Anticipatory Set:
Begin the lesson by reviewing with students the concept of fairytales (basic story of each: hero, antagonist, problem occurs, always some type of "happily ever after"). Students will name examples of fairy tales (either from in class or prior knowledge) that fit these standards. After discussion, explain to students, "Today, we will be looking at one more familiar fairytale: *Cinderella*. This story has been told all around the world, with a little twist on each version. Let's see if we can discover the similarities and differences between each version and if it fits into the overall theme of all fairytales. After we have come up with some ideas, let's see what some students around the world will think about these fairytales."

Teaching Procedures:
- Make a list with students on the board (also written down in journals as teacher writes) about some common themes or plots that happen in all fairytales (be specific towards ones that have been previously read in class if students require more guidance – found in earlier lessons of the unit). *Addresses the FIRST objective (Students will analyze multiple multimedia and literary versions of Cinderella).*
  - Characters (Good (hero): Hansel/Gretel, Little Red Riding Hood, 3 Little Pigs (or Big Bad Wolf depending on which viewpoint is discussed. What makes them good? What are each character's personalities like? Bad

(antagonist): Big Bad Wolf (or vice versa in *3 Little Pigs* story), evil witch, etc. What makes them bad? Personality traits?)

- Plot: What is the reason for a fairytale? Is there a problem that needs to be solved?
- Beginning of each story ("Once upon a time…")
- End of story ("…and they all lived happily ever after.")

Write down all student ideas and come up with a class list on board. Afterwards, students will focus on the story of *Cinderella*. Address same questions as listed above, but for that particular story. Once a list has been determined for this (also written in journals), read a few different versions of *Cinderella* found in different countries (refer to list in "Materials"). Show various clips of modernized or different versions of *Cinderella*. Students will check off similarities that are found in each one (from previous list). If different, write next to the trait that has been changed and explain what was different about it.

- http://www.youtube.com/watch?v=FW7RxoY4xs8 - "A Cinderella Story" trailer
- http://www.youtube.com/watch?v=Dyl_nW2n528 - "Cinderella" ball scene
- ** Addresses the FIRST objective (Students will analyze multiple multimedia and literary versions of Cinderella).*

Once students have had a chance to locate the differences, the teacher will connect with another classroom on Skype. There are various channels located on the Skype website for teachers looking to connect with other classrooms around the world. This link (https://education.skype.com/projects/5049-we-would-love-to-have-friends-all-over-the-world) particularly connects with a classroom in India looking to communicate with American students. This link (https://education.skype.com/collections/cultural-exchange) connects directly to the "Cultural Exchange" section of Skype where classrooms can collaborate and speak with other classes around the world. Some in particular look for other classrooms willing to participate as "reading buddies" or partners to help with reading or language in particular. Depending on what country the other classroom is located in, students will be able to share the various *Cinderella* stories around the world and read to one another as a whole class. Next, students can work together to create their own version of *Cinderella*. They can collaborate in smaller groups (possibly through multiple Skype sessions and e-mail) to finish the story. Once each group has developed an, they can make it come alive using the StoryBird website and create both the story and illustrations to go along with it. Once all groups have had a chance to do this, the classes can chat on Skype again and each group can share and discuss what they have come up with.

- ** Addresses the SECOND objective (Students will gain an understanding of literary cultural differences of fairytales in other countries and be able to make similarities and differences between each using long-distance*

learning and communication with students of various countries around the world).

Each Depth of Knowledge question stated above will be addressed during or after the lesson, as extra time must be allotted. This will be a much more individualized assessment, rather than a group one so that the teacher is able to assess how well the students understand the story elements for a universal fairytale.

Closure:

Once students have had a chance to collaborate on the first day on Skype, come together as a whole class and ask students what they thought about getting in contact with another class around the world. Was it beneficial to learn about students from another part of the world? If groups have been assigned for students and they had a chance to discuss the ideas for a new, personalized version of *Cinderella*, have students share their ideas.

Evaluation/ Assessment:

1. Students will analyze multiple multimedia and literary versions of *Cinderella*. – Before the class gets on Skype, they will analyze and note the differences between multiple versions of *Cinderella* in their journals. Once students have had a chance to discuss with another classroom about the various versions of *Cinderella*, they will write down any new ideas that they have come up with in their journals. The teacher will be able to easily assess how well the students understood the story and the ideas that were presented in each of them based on their responses.

2. Students will gain an understanding of literary cultural differences of fairytales in other countries and be able to make similarities and differences between each using long-distance learning and communication with students of various countries around the world. – Not only will students have a chance to collaborate with others around the world, but they will also begin to understand the cultural differences between them (i.e. language barriers or difficulties, time zones, school schedules, etc.). Multiple class discussions and journal reflections will be done throughout this lesson's process and over time, so that the teacher can easily assess how students are doing in their communication with others, but if they are adapting well to the environment that is virtually being created in front of them.