

Title:	Alaskan Cinderella Stories
Developed by:	Jane Blaile 2008 WFTOTT
Discipline/Subject:	language arts/creative writing/literature
Topic:	fairy tales
Grade Level:	3 - 8
Resources/References/Materials Teacher Needs:	collection of Cinderella stories around the world, simple log sheet, rubric
Lesson Summary:	After a comparative study of Cinderella stories from around the world, the students will write an Alaskan/Iditarod based story using the key elements of a Cinderella story.
Standards Addressed:	<p>national standards:</p> <p>NL-ENG.K-12.1 Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p> <p>NL-ENG.K-12.5 Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p>NL-ENG.K-12.9 Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</p> <p>Alaska state standards:</p> <p>R1.7 Distinguish between common forms of texts (genres): fiction/nonfiction, prose/poetry, short story/drama. E.B.2</p> <p>R2.7 Explain the characteristics of the following: fiction and nonfiction, prose and poetry, and four major genres of fiction: short story, drama, novel, and poetry. E.B.2</p> <p>R3.6 Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry) and nonfiction. E.B.2</p> <p>R4.5 Analyze the rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry) and nonfiction and the techniques used in these genres, and evaluate the effects of these conventions and techniques on the audience. E.B.2</p> <p>R1.11 Identify basic cultural influences in texts. E.E.1</p> <p>R2.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. E.E.1</p> <p>W3.2 Select and use appropriate forms of fiction and nonfiction to achieve different purposes when writing for different audiences. E.A.4</p> <p>W4.2 Demonstrate understanding of elements of discourse (purpose, speaker, audience, form) when completing expressive (creative, narrative, descriptive), persuasive, research-based, informational, or analytic writing assignments. E.A.4</p> <p>W1.2 Write for a specific audience, including self, other children, parents, and other adults. E.A.4</p> <p>W2.2 Use a variety of fiction and nonfiction forms when writing for different audiences. E.A.4</p> <p>Arizona state standards:</p> <p>R5-S2-C1-PO2 Identify the theme of a literary selection</p> <p>R5-S2-C1-PO4 Analyze how a character's traits influence that character's actions</p> <p>R5-S2-C1-PO9 Identify various genres of fiction based upon their characteristics.</p> <p>W5-S3-C2-PO 2. Write in a variety of expressive forms.</p>

<p>Learning Objectives: The students will:</p> <ul style="list-style-type: none"> • identify the elements of a Cinderella story (knowledge) • assess Cinderella stories from around the world for recurring themes (evaluation) • employ literary elements in writing an Alaskan/Iditarod Cinderella story with the same recurring themes (application) 	<p>Method of Assessment for Learning: rubric</p>
<p>Procedural Activities:</p> <ol style="list-style-type: none"> 1. Have students read versions of Cinderella from around the world. 2. For each story, have them log the key components/recurring themes. 3. After they've read at least 3 versions, as a class brainstorm the recurring themes: good vs. evil, cruelty shown, unkind persons, magical/helpful beings, happy ending, etc. 4. Continue brainstorming under the same categories, only have the students give you Alaskan or Iditarod related items/people/places. 5. Assign students to write an Alaskan Cinderella/Iditarod story which includes the recurring themes. 	
<p>Materials Students Need: pencil, log sheets, accessibility to Cinderella stories from around the world</p>	
<p>Technology Used to Enhance Learning: Students may read Cinderella versions online or publish their stories using a word processing program.</p>	
<p>Other Information: Here are 2 Cinderella web quests: www.bsdt.org/webquest/rthomas/cinderella.htm http://wneo.org/WebQuests/TeacherWebQuests/Cinderella/The_Cinderella_Project.htm</p>	
<p>Modifications for Special Learners/Enrichment Opportunities: Set up time to share your stories with another class of a lower age group. Students may dramatize their stories. Write a Cinderella story based on a culture of your area. Send them to schools along the Iditarod Trail.</p>	