Notable Trade Book Lesson Plan

Glass Slipper, Gold Sandal: A Worldwide Cinderella

Written by Paul Fleischman and Illustrated by J. Paschkis

Glass Slipper, Gold Sandal: A Worldwide Cinderella draws from a variety of folk traditions, including images and texts, to put together a version of a Cinderella story. The writing blends various elements from Cinderella stories from twenty countries and places to create a tale full of culture-specific images and perspectives. The book illustrates the diversity in people’s lives, which is continuously connected through our similarities and differences. The book is appropriate to use as a hook supporting delivery of a social studies curriculum, and to introduce social studies concepts in third and fourth grade classrooms.

Key Words: Cinderella, Culture-specific images, Folk stories, Global, International

About the Author

Danilo M. Baylen, Associate Professor of Media and Instructional Technology, College of Education at the University of West Georgia. Currently, he co-edits and manages the online layout, format, and publication of Social Studies Research and Practice. Teaches undergraduate and graduate courses on media literacy, technology integration practices, instructional design, multimedia, and resource development for children and young adults. He can be contacted at dbaylen@westga.edu.

Citation for this Article

Book Title
Written by Paul Fleischman (Notable Book, 2008). Illustrated by J. Paschkis
Duration: About two-three hours or three individual sessions of fifty minutes each.
The author drew from a variety of folk traditions, including images and texts, to put together this version of a Cinderella story. The writing blends various elements from Cinderella stories in twenty countries and places to create a tale full of culture-specific images and perspectives. The book illustrates the diversity in people’s lives, which is continuously connected through our similarities and differences. The book is appropriate to use as a hook in support of delivering a social studies curriculum, and in introducing social studies concepts in third and fourth grade classrooms.

**NCSS Standards**

**Standard Topics**

I. Culture  
II. Time, Continuity, and Change  
III. People, Places, and Environments  

**Materials**

1. Six-eight copies of *Glass Slipper, Gold Sandal: A Worldwide Cinderella* by Paul Fleischman  
2. Worksheets  
3. Colored markers and cutting tools  
4. Poster board and construction paper  
5. Access to software applications, such as, PowerPoint, Excel  
6. Access to the Internet  

**Objectives**

Students will

- Identify the countries/places represented in the picture book.  
- Locate the countries/places represented in the picture book on a world map.  
- Research basic information about the past and present culture of one of the countries/places represented in the picture book using the electronic resources (Internet).  
- Create a poster that showcases information comparing the past and present cultures of one of the countries/places represented in the book.  

**Procedures**

A. Prior to showing the picture book, and reading it aloud, the teacher will,  

**Exploration/Introduction**

1. Ask, “What is your favorite story?”  
2. Ask, “What makes a story engaging?” NOTE: Do board work as students share their responses. Possible answers: characters, images, conflict, etc.
Exploration/Introduction continued

B. Show the picture book and ask students—

- “What do you see on the cover?”
- “What does the text tell you about the picture book?”
- “What does the image tell you about the picture book?”
- “What do you think the story is about?”
- “Is anyone familiar with this story? “How did you come to know the story?”

C. Ask students if they have heard of a Cinderella story. Pick two to three volunteers to retell the Cinderella story with which they are familiar. Ask students the following questions (W-H pattern) after each retelling ---

- “Who are the characters in the story?”
- “What happened at the beginning, middle, and end of the story?”
- “Where did this story take place?”
- “When did this story take place?”
- “Why did (insert character name) do this?”
- “How did the story end?”

Development

D. Prior to the read aloud activity, provide each student with a piece of paper on which to write down the names of places mentioned or spelled out in the picture book.

E. Then, read the story in the picture book to the whole class. NOTE: If the images in the picture book can be projected using an electronic device (e.g., ELMO), then it is highly suggested to do this while doing the read aloud.

F. After reading the story, ask students to share the names of places they heard or saw to the class. Possible answers are Appalachia, China, France, Germany, India, Indonesia, Iraq, Iran, Ireland, Japan, Korea, Laos, Mexico, Poland, Russia, West Indies, and Zimbabwe

Differentiated Instruction


B. Provide pieces of paper with names of places identified in the picture book. Bring out a world map and invite students to find the places on the map.
C. Divide the students into pairs or groups of three, and ask them to read the story in the picture book. After reading, ask students, in a whole class format, the following questions,

- “Who are the characters in the story?”
- “What happened at the beginning, middle, and end of the story?”
- “Where did this story take place?”
- “When did this story take place?”
- “Why did (insert character name) do this?”
- “How did the story end?”

D. In pairs or in groups of three, have the students complete the table as shown below (see appendix for handout) as they go over the picture book.

<table>
<thead>
<tr>
<th>Name of a Place</th>
<th>Animal</th>
<th>Food</th>
<th>Object</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
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<td>France</td>
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<td>India</td>
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E. As a class, discuss the similarities and differences about artifacts, animals, food, and people across places named in the picture book.

F. Finally, in small groups, have students conduct a frequency count for each category (animal, food, object, people) and use the results to create a bar graph.

**NOTE:** This is an opportunity to use Excel spreadsheet if available in the classroom.
Expansion

Ask students to select one of the following assignments and complete it using electronic sources (see Websites).

1. Compare and contrast two places based on the following categories: animal, food, object, and people using pre-selected websites in response to the prompt questions below. Working in pairs or groups of three, have students research, then write 100-200 word essays about the similarities and differences of their two places.

Prompt Questions

- “What types of animals can be found in this place?”
- “What kind of food do people eat in this place?”
- “What unique objects can be found in this place?” “How are they being used?”
- “Who are the people who live in this place?” “What are they called?”

2. Based on their research using electronic resources, have students in pairs or group of three create an electronic poster that showcases a place. This is an opportunity to use PowerPoint application as a presentation tool.

Assessment

As students submit their completed assignments, check for the following,

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<th>No</th>
<th>Unsure</th>
<th>Yes</th>
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<tbody>
<tr>
<td>Narrative description is well-supported by information from electronic resources</td>
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<tr>
<td>Ability to identify similarities and differences</td>
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<td>Presentation of ideas is logical and sequential</td>
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<tr>
<td>Writing is free of spelling and grammatical errors</td>
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<td>Directions followed very well as specified by the teacher</td>
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Suggested Extension Activities

1. **Retelling.** Invite students to look at similar Cinderella picture books (see list of picture books below). After reviewing them, ask students to retell the story and discuss with their classmates how different or similar it is to the initial picture book read, *Glass Slipper, Gold Sandal: A Worldwide Cinderella.*
2. **Rewriting.** Ask the class to write a new Cinderella story using a “jigsaw approach” based on what they learned from their readings and research. At the end, students use poster boards, construction paper, and colored markers to produce a poster in which they showcase their story as well as incorporate colorful illustrations.

**Picture Books**


<table>
<thead>
<tr>
<th>Weblinks</th>
<th>Websites</th>
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| National Geographic Sites | Cambodia  
|             | China  
|             | France  
[http://travel.nationalgeographic.com/places/countries/country_france.html](http://travel.nationalgeographic.com/places/countries/country_france.html) |
|             | Germany  
|             | India  
|             | Indonesia  
|             | Iran  
|             | Iraq  
|             | Ireland  
|             | Japan  
|             | Korea (North)  
[http://travel.nationalgeographic.com/places/countries/country_koreanorth.html](http://travel.nationalgeographic.com/places/countries/country_koreanorth.html) |
|             | Korea (South)  
|             | Laos  
|             | Mexico  
Poland
http://travel.nationalgeographic.com/places/countries/country_poland.html

Russia
http://travel.nationalgeographic.com/places/countries/country_russia.html

Vietnam
http://travel.nationalgeographic.com/places/countries/country_vietnam.html

West Indies

Zimbabwe
http://travel.nationalgeographic.com/places/countries/country_zimbabwe.html

Other Sites
Appalachia: History of Mountains and People
http://appalachiafilm.org/

CIA The World Factbook

Introduction to Cambodia
http://www.tourismcambodia.com/tripplanner/general/

Germany
http://www.germany-tourism.de/

Lao Language and Culture Learning Resources
http://www.seasite.niu.edu/Lao/

Bibliography


Appendix

<table>
<thead>
<tr>
<th>Name of a Place</th>
<th>Animal</th>
<th>Food</th>
<th>Object</th>
<th>People</th>
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<tbody>
<tr>
<td>China</td>
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