



STUDY GUIDE FOR

Cinderella

TO THE PARENT/TEACHER

This guide has been provided to help children benefit the most from experiencing a live theatrical event. The activities described herein are only suggestions. Please feel free to pick and choose the things that will most benefit your children in the time you have available. It is our hope that the performance is not only entertaining, but is a valuable educational experience as well.

You will find that some of the activities contained in this guide are geared for younger, some for older children-- but there is something for everyone. Please feel free to reproduce and distribute any of the enclosed pages and activities for your personal use.

History of the Story

The story of Cinderella is undoubtedly the most popular fairy tale in the world. Though its present form was first published by Frenchman Perrault in 1697, (the first English translation was in 1721) the earliest datable version of the story was found in a Chinese book written around the year 855 A.D.

Like most fairy tales, the story of Cinderella as we know it today is a culmination of many earlier fairy tales, folk tales and legends from many countries of the world. Over the years the heroine has been called *Rashin Coatie* (Scottish), *Ashenputtel* (German), *Finetta* (French), *Zezolla* (Italian) and *Yeh-hsien* (Chinese).

The amazing thing is that most of the 700 versions of Cinderella that have been collected have not only many details in common, but their plot structure and moral/message are all similar: a girl in a lowly state meets her suitor while she is in an elevated state, he falls in love with her, she loses her elevated state, and he recognizes her in her lowly state. And, of course, they live happily-ever-after!

Theatre Etiquette

- 1> Attending a theatrical performance is a social event. Just as the way you act (and behave) in church or temple is different than the way you act on the playground, there is certain behavior that is appropriate in a live theatre. Discuss with your children the types of behavior that is appropriate when they are members of an audience.
- 2> Explain that they need to act differently when they're watching a live play than if they're watching a movie in a theatre. Live actors can hear their laughter and applause as well as their talking to their neighbor or rustling papers. And their responses-- appropriate or not-- really do affect the actors' performance. The end line is: How would they want to be treated if THEY were up on the stage.
- 2> Audience Participation. Normally, audience members should never talk during the play-- and especially not talk directly to the actors (it distracts other audience member and may even make the actors forget their lines). But the plays by KMR Scripts are unique in that we offer the audience special opportunities to participate in the production. They will probably not be asked to come onstage, but there are various times throughout the production where the actors will ask them questions. At those times we encourage the audience to answer them wholeheartedly (but not in an overly loud yell). Over the years, this has become one of the hallmarks of KMR productions.
- 4> Excerpted from the playwright's notes to the actors in the script:

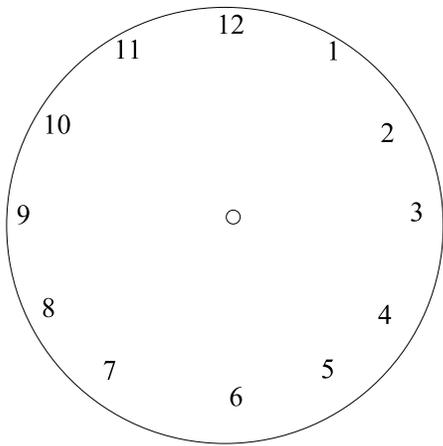
The style used in this children's play is a cross between Carol Burnett and Captain Kangaroo. This play deals with traditional children's literature (well-known fairy tales). Its mission is not to affect social change or impart morals (except those that are inherent to the fairy tale's story line), it is purely for entertainment. Hopefully, the children will be so turned on by what they see that they will look forward to seeing another play--even a more serious or sophisticated one.

Most of the audience participation is scripted, but feel free to take license with it. No one can predict what a given group of children will come up with if you "give them the reins." There's a fine line between "just enough" and "too much" audience participation. If you solicit response from the kids too much, it will destroy the pace of the show. The audience participation is to mask scene changes, keep the kids' attention during transitions, and to check on retention.

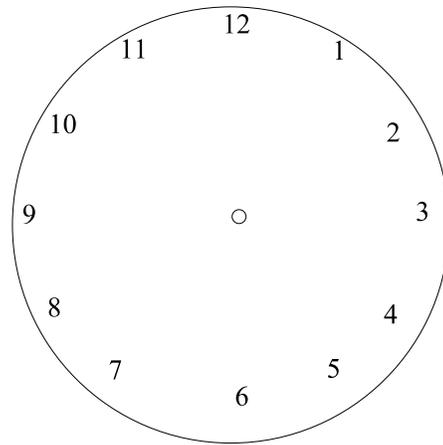
ACTIVITIES

1. **COMPARE VERSIONS.** Read some of the different versions of Cinderella that are available (Disney, Perrault, Grimm, Golden Books, etc). Discuss with the children how the versions are different. Why are there so many different versions of the same story? Discuss what the story means--what lessons can be learned from it. Share the history of the story with them.
2. **STORY TELLERS.** Have your child make up his/her own version of CINDERELLA. Most likely they will use parts from the Disney version, parts from another version you have read to them. They may write it down or you may act as transcriber. Illustrations will add a lot to the final product.
3. **STORY CIRCLE.** Have the children make up their own version of CINDERELLA. Have them sit in a circle. Pick one child to begin the story and go clock-wise around the circle, allowing everyone a chance to add to the story. You may have to limit each child's contribution to one story event (some children are avid storytellers!).
4. **TWELVES.** Discuss with the children the different words we use for twelve:
 - a. A set of twelve things (dozen)
 - b. Twelve sets of twelve things (gross)
 - c. Twelve inches (foot)
 - d. Twelve o'clock in the daytime (noon)
 - e. Twelve o'clock in the nighttime (midnight)
5. **COUNT THE TIME.** Have someone pretend they are a clock striking the hour (by saying "Bong" or striking a chime). Have the kids tell the time by the number of bongs.
6. **WISHES.** The reason Cinderella got to go to the ball is because she told the Fairy Godmother her wish. Have the children think of wishes they would like to come true. How would their lives be different if their wish did come true? Ask them for examples of foolish wishes.
7. **HEROS AND VILLAINS.** Although our version of Cinderella is less violent than most, we can still pick out the "good guys" and the "bad guys." Who was the hero (protagonist)? Who were the villains (antagonists)? Can a character still be a villain if they are portrayed as silly or goofy?
8. **MAKE YOUR OWN FAIRY TALE.** Have the children make up their own fairy tale. Most likely they will borrow parts of other fairy tales and combine them into one story. What would they come up with if they combined characters and plot events from other famous tales (Little Red Riding Hood and Hansel and Gretle could help Cinderella go to the ball)?

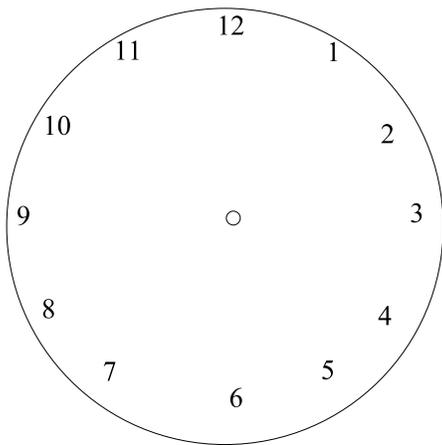
9. **COLORING.** On the following page is a drawing of a castle. Have the child color the picture, adding clouds, the sun, trees, etc.
10. **FLOOR PLANS.** On another page (or on the reverse of the castle), have the child draw and color the various rooms in the castle. It could be as elaborate as a blue print-type drawing of the whole castle, or just some of the rooms. Among the rooms that were common in castles: Ballroom, Armor room, servant's quarters, Royal bedroom, formal dining room, Vault or Treasure room (bathrooms are a modern addition to a castle!). What rooms might Cinderella's house have?
11. **TELLING TIME.** Cinderella had to be home from the Ball by 12:00 midnight. Have your child draw the times on the clock faces below:



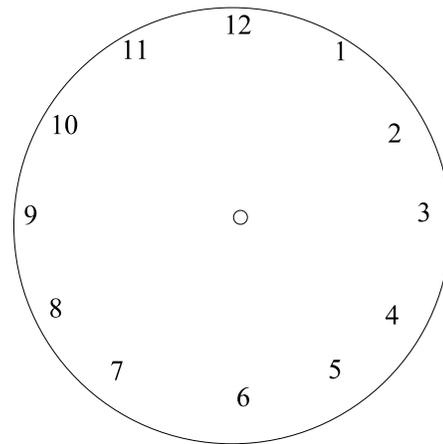
12:00



3:30



6:15



9:45

Prince's Castle

