

FRESNO **BALLET** THEATRE
Valley Performing Arts Council

and



present

Stories That Move

2023

Cinderella School Outreach Performances

March 13, 14, 15, 9:30am & 10:50am

Warnors Theatre | Fresno, CA

Artistic Director
Megan Philipp

Artistic Director
Marina Fliagina

Preparing for the Performance

Curriculum Goal: Teachers utilize these lessons to help students gain an understanding of storytelling through movement, the art and athleticism of ballet, and the many different components that come together to create live performance.

Please use any or all of the following lesson plans with your students. These lesson plans are based on CORE standards for language arts. The goal of the curriculum is to aid students in preparing for Valley Performing Art Council, with State Street Ballet, “Stories that Move” performance of *Cinderella* at the Saroyan on March 12-15, 2023.

A question and answer session will be included in both performances. Please send any student questions to meredith@statestreetballet.com to have them answered on stage during the performance.

About Ballet:

Story: Various Sources

Music: Sergei Prokofiev

Choreography: Rodney Gustafson with Marina Fliagina

Ballet originated in the Italian Renaissance in the 15th century and became widely popular in France soon after that. To this day, the teaching language of ballet is French, a universal language understood by all dancers. Dancers can learn from teachers and choreographers, even though they might not speak the same language because the names of the steps are the same no matter where they are used.

Ballet is an art of movement. Movement is vertical and horizontal on stage movement is organized in space and follows time in rhythmical patterns as indicated by the music. Movement sequences can convey a story without the use of words or even mime. Movement can establish mood, make statements and develop a good story line. A good ballet does not need an explanation; it visually illustrates a piece of music, a story, or an idea. As a performing art, ballet combines a number of elements to create an overall theatrical spectacle: music, lights, costumes and scenery all help to convey the story.

All ballet steps and movements have a common denominator as everything begins or ends in one of five basic feet positions. Steps can be linked together in movement, phases or combinations. Ballet dancers are athletes and professionals. They spend long hours training in order to perform. This training usually starts at an early age, 8-11 years old. Training hours increase with a dancer’s physical development ability. Professional dancers train 7 hours a day, 6 days a week, and even longer on performance days.

***Activities for all ages can be found at the back of the packet.

Lesson Plan 1: Finding Clues in Dance Images

Standards Addressed: Integration of Knowledge and Ideas

4th Grade Language Arts

[CCSS.ELA-Literacy.RL.4.7](#) - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

General Goals:

Students will draw connections between clothing, body positioning, facial expressions, and setting to learn more about characters and storyline. Students will notice that their peers may see different details in the photos causing them to draw different conclusions based on perspective.

Specific Objectives:

Students will make parallels between a familiar story and familiar characters and the images shown.

Required Materials:

Laptop/Computer
Projector (Optional)
Pencil Paper

Anticipatory Set:

Students will talk about how dancers express themselves through movement without talking and how different characters in a story will move differently to represent their individual attributes. Students can also discuss the elements of a performance that add to the story, i.e. costume, set design, lighting, makeup, etc.

Step-By-Step Procedures:

1. Teacher will make the photos available to students by projecting or printing them. Teacher will write questions for each photo on the board.
2. Students will form small groups or 3-5 and discuss each photo in turn, recording all answers and findings.
3. Class will discuss their discoveries as a whole to compare and contrast conclusions.

Instructions:

Use the clues in these images to answer the questions below.



How do the images help to tell a story?

What is Cinderella doing in this picture?

What do her clothes tell you about her?

Based on their outfits and body positions, who are these characters?

Do these characters look kind or unkind? Why?

How does Cinderella look in this photo as compared to the first one?

Who might she be dancing with?

Where do you think they are dancing?

Based on how they are standing, do you think the Prince likes Cinderella?

Closure:

Students will have worked in groups and learned about all the devices used to represent a character and /or relationship on stage. Students will find that there are different perspectives in the group even when looking at the same image.

Assessment Based on Objectives:

Students will have discussed and shared reasons for drawing certain conclusions about the images, characters, and story.

Lesson Plan 2: Summarizing stories and defining characters

**This plan may be broken up over a series of class periods

Standards Addressed: Key Ideas and Details/Craft and Structure**[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.4.3](#)

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). Craft and Structure:

[CCSS.ELA-Literacy.RL.4.4](#)

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

[CCSS.ELA-Literacy.RL.5.1](#)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RL.5.3](#)

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

[CCSS.ELA-Literacy.RL.5.6](#)

Describe how a narrator or speaker's point of view influences how events are described.

General Goals:

Students will draw evidence from the text to summarize and accurately quote the story.

Students will create a list of attributes for a specific character based on their reading.

Students will determine what key words mean based on context.

Specific Objectives:

Students will read the Cinderella story individually. Students will discuss and record specific characters. Students will work together to agree on the meaning of vocabulary words. Students will share their findings with the class.

Required Materials:

A copy of Cinderella for each student <http://www.allthingsfrugal.com/cind.htm>

Pencil

Paper

Vocabulary list: amiable (chapter 1), disposition, detestable, despised (chapter 2), glee, taunt (chapter 3), magnificent, dingy (chapter 4), alighted, mindful (chapter 5), finery, inquiries (chapter 6), rivalry, sneer (chapter 7)

Anticipatory Set:

Students will talk about how to summarize a story, find key details, and determine meaning based on context.

Step-By-Step Procedures:

1. Students will read Cinderella as a group or individually.
2. Students will summarize the story in one paragraph on their papers (option to summarize as a group).
3. Students will locate key vocabulary words in the text (option for teacher to highlight in advance).
4. In groups or individually, students will make guesses about what the vocabulary words mean and why. Students will discuss these words as a class to determine the true meaning in context, using dictionaries if necessary.
4. Students will form groups of 3-5 and be assigned a specific character.

5. Students will find details about each character to create a list of attributes (at least 5) based on words and actions in the text. Students will record findings. For Grade 5, students will compare and contrast character lists with other group(s). For Grade 5, students will write a three-paragraph summary of the story based on their character's point of view.

Closure:

Students will summarize the story while maintaining key elements. Students will discuss how to find details in text and what those details mean for the story. Students can work together to discover the meaning of words. For Grade 5, students will be able to see the story from a different character's perspective.

Assessment Based on Objectives:

Students will summarize the story in one written paragraph. Students will create a complete vocabulary list. Students will create a list of character attributes. For Grade 5, students will write a summary (3 paragraphs) from their character's point of view.

Lesson Plan 3: Multicultural Cinderella stories

Standards Addressed: Grade 6

Key Ideas and Details:

[CCSS.ELA-Literacy.RL.6.1](#)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RL.6.2](#)

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

[CCSS.ELA-Literacy.RL.6.9](#)

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**These activities may be broken up over several class periods.

General Goals:

Students will analyze different Cinderella stories from around the world to identify main theme(s), character attributes, and essential details. Students will write a summary for each of the two stories. Students will compare and contrast two stories.

Specific Objective:

Students will read Cinderella stories individually, making a list of key components. Students will discuss main themes, characters, and events. Students will read "Cinderella" and "The

Rough-Faced Girl” stories individually. Students will write a summary for each of these stories. Students will record similarities and differences.

Required Materials:

Copies of each Cinderella story

Paper

Pencil

Step-By-Step Procedure:

1. Students will read the multicultural Cinderella Stories.
2. Students will break into groups of 3-5 to determine the main theme of each story, three character attributes, and three essential details (details that make the story happen a certain way, i.e. Cinderella’s mother died so her father remarried).
3. Students will record these on their paper along with the textual evidence. Option to share with the class.
4. Students will read “Cinderella” and “The Rough-Faced Girl” individually. 4. Students will write a three-paragraph summary for each story, including the main theme for each.
5. Using a Venn Diagram, students will contrast and compare “Cinderella” and “The Rough-Faced Girl”.

Closure:

Students will summarize the story while maintaining key elements. Students will define theme and discuss details in text and what those details mean for the story. Students will notice the differences in stories based on culture and cultural values. Students may discuss why this story is so universal and what the universal themes are. Students will be able to cite their finding in the text.

Assessment Based on Objectives:

Students will have written recording of main themes, character attributes, and key details. Students will have written summaries of two stories, including main themes. Students will have Venn Diagram comparing “Cinderella” and “The Rough-Faced Girl.”

Reading Materials: Multicultural Cinderella Stories

www.pitt.edu/~dash/type0510a.html

France

In the French version, “Ashputtle,” the fairy godmother takes on the form of a little white bird. The bird perches on a tree near Ashputtle’s mother’s grave and grants wishes to the young woman. On the night of the prince’s ball, Ashputtle is left at home because of her filthy, messy appearance, while the stepmother and stepsisters travel to the party. The bird dresses Ashputtle in a gold and silver dress with silver and silk shoes, and she sneaks off to the palace. At the ball the prince falls in love with her beauty, but her stepfamily does not recognize her in her pretty clothing. After the ball the prince searches for the woman who lost the slipper. The stepsisters try to fit their feet into the tiny slipper by cutting off a toe or a chunk of one’s heel, but neither

attempt works. Then Ashputtle tries on the shoe, and the prince realizes she was the woman he had fallen in love with.

China

The Chinese fairy tale involves a cave chief's young daughter, Yeh-Shen, and a secret pet fish. Yeh-Shen's stepmother is angry when she finds out the girl has kept the fish secret, so she kills it and cooks it for dinner. A spirit tells Yeh-Shen what happened to the fish and that the fish's bones contain magical powers. After taking the bones out of the garbage, Yeh-Shen asks the bones to dress her nicely for the spring festival. The spring festival is where young men and women find husbands and wives. Her wish is granted, and she gets a pretty gown, a feather cloak, and golden slippers. Yeh-Shen loses one of the slippers at the festival, but a merchant finds it. The merchant takes it to a king as a gift. The king then looks for the owner of the slipper, and when he finds Yeh-Shen, they get married.

Africa

An African version of the story, "Mufaro's Beautiful Daughters," is different than most other versions in that there are only two daughters, and their father is the only parent alive. Nyasha is the Cinderella character, Manyara is the evil sister, and Mufaro is their father. A serpent appears in Nyasha's garden one day, and she treats it nicely but thinks nothing about it until much later. When word arrives that the king is searching for a wife, the family gets ready to go see the king. Manyara sneaks off during the night before everyone leaves so she can meet the king first. On her trip through the woods by herself, she meets a hungry little boy, an old woman and a strange man. Manyara is rude to all of them. When Nyasha follows the same trail later that day, she meets the same three people and is polite and helpful to them. When she finally reaches the kingdom, she finds Manyara, who has been frightened by a serpent in the king's chambers. Nyasha enters the chambers and realizes the serpent cornering her sister is the same one that she helped find in her garden. The serpent then changes into the king, and he tells Nyasha that he was also the little boy, the old woman and the strange man in the woods. Because of the kindness she showed him when he was in different forms, the king chooses to marry Nyasha.

Russia

The Russian tale is called "Vasilisa the Beautiful." This version is different than most other Cinderella stories because there is no prince or king and no glass or golden slipper. Vasilisa's evil stepmother sends the girl to get a needle and thread from her aunt, but it is a trick: the aunt is not an aunt at all – it is Baba Yaga, a witch whose house walks around on chicken legs and is surrounded by a fence made of bones. Inside the house is Baba Yaga's pet, a talking cat. Out of kindness, Vasilisa feeds the cat, who rarely gets any food from the witch. When Vasilisa meets Baba Yaga, she is locked in the house and told that she will be eaten the next morning. To thank Vasilisa for the food, the talking cat gives her a towel and a comb and helps her run away. If she is close to getting caught, she should throw down the towel and it will turn into a wide river. If that doesn't stop Baba Yaga, Vasilisa should throw down the comb and it will become a thick forest. Vasilisa runs home and throws down the towel and comb on her way. When she gets

home safely, Vasilisa tells her father what happened and he kicks the stepmother out of the house for her evil actions.

The Rough-Faced Girl

<https://www.sps186.org/downloads/basic/571615/Rough%20Face%20Girl.pdf>

There was once a large village situated on the border of a lake. At one end of the village was a lodge in which lived a being who was always invisible. He was a mighty hunter, whose Spirit Guide was Ti'am, the Moose. He had a sister who attended to all his wants, and it was known that any girl who could see him might marry him. There were few who did not try, but it was a long time before one succeeded.

Towards evening, when the Invisible One was supposed to be returning home, his sister would walk down to the lakeshore with any girls who had come to visit. She could see her brother returning home, since to her he was always visible, and when she saw him, she would say to her companions, "Do you see my brother?" As it happens, none of these girls could ever see him. However, while some honest girls would say "no," most would answer that they could indeed see him.

Then the sister would ask "Of what is his shoulder strap made?" Or, as some tell the tale, she would inquire about other things, like his sled harness or his bowstring. They would reply, "A strip of rawhide," or "A green sapling," or something of that kind, and each was a likely guess. But the sister always knew they had not told the truth, and she would turn her face away, and reply quietly, "Very well, let us return to the wigwam."

When they entered the wigwam, she would ask them not to take a certain seat, for it was the seat of the Invisible One. After they had helped to cook supper, they would wait with great curiosity to see him eat. Each would get proof that he was a real person, for as he took off his moccasins they became visible, and his sister would hang them up. They would also see food leaving his birch bark dish and disappear in mid-air, but beyond that they would see nothing.

Elsewhere in the village there lived an old man, a widower with three daughters. The youngest of those was very small, weak, and often ill, but this did not prevent her sisters from treating her with great cruelty. The second daughter was somewhat kinder, and sometimes stood up for her younger sister. But the eldest sister would hack off her hair with a knife, and burn her hands and face with hot coals. Eventually her whole body was scarred with the marks, so that people called her Oochigeaskw, the Rough-Skin Girl.

When her father returned home from the day, he would ask why the child was so disfigured, and her sister would promptly say that it was the fault of the girl herself, for even though the father had forbidden her from going close to the fire, she had done so anyway, and had fallen in. The father would shake his head, and wonder what would become of his youngest daughter.

One day, it occurred to the two older sisters that they should go and try their luck at seeing the Invisible One. They wore their finest clothing, and took great effort to look their best. That evening they walked to the end of the village, and finding his sister at home went with her to walk down to the water. Then when the Invisible One came, and his sister asked if they saw him,

they said, "Certainly," and also replied to the question of the shoulder strap or sled harness saying "A piece of rawhide." Of course, they could not actually see him, and they got nothing for their lies, and eventually went home disappointed.

When their father returned home that evening he brought with him many of the pretty little shells from which wampum was made, and the next day the two older sisters were engaged in stringing the shell beads. Oochigeaskw, of course, was not included in their activity and she decided that it was time for her to see whether she might catch sight of the Invisible One. Having no clothes beyond a few rags, and knowing that she would get nothing from her sisters, Oochigeaskw went to the woods and got herself a few sheets of birch bark. She made herself a dress and leggings of this, and decorated it by scraping figures on the bark. Then she found a pair of her father's old moccasins, stiff with age, and soaked them in water so that they would become flexible enough to wear. Finally she begged her sisters for a few wampum shells; while the eldest only called her names, the middle sister felt sorry for her, and gave her a few of the beads.

So poor Oochigeaskw, dressed in birch bark and wampum, and wearing her father's great old moccasins (which came nearly up to her knees,) started across the village to try her luck. And if her sisters' scorn was not bad enough, little Oochigeaskw's courage was tested further, for the entire village erupted in laughter and ridicule as she passed by. Her sisters tried to shame her into returning home, but she would not obey, and carried on to the door of the Invisible One's lodge despite all the teasing from the village. Some say that a spirit had inspired her, and walked with her to give her strength, and this may indeed be so.

The Invisible One's sister regarded her young visitor with surprise, but she told Oochigeaskw, "You are welcome," and treated her with kindness. As usual, Oochigeaskw helped prepare the evening meal, and when the sun was nearly down, the Invisible One's sister led her to the lake.

"My brother comes," she said, "Do you see him?"

Little Oochigeaskw gazed along the shore. "I'm not sure..."

Then her eyes lit in wonder. "Yes, I see him! But how can there be such a one?" The sister looked at her curiously. "What is his shoulder strap made from?" "His shoulder strap is...is a Rainbow!"

The sister's eyes grew wide. "And his bowstring?"

"His bowstring is...the Milky Way!"

His sister smiled. "Let us return to the wigwam."

When they reached the wigwam, the Invisible One's sister took the strange clothes off Oochigeaskw, and washed her with water from a special jar. Under her gentle hands, the young woman's scars disappeared, leaving her skin shining and smooth. She also combed Oochigeaskw's hair, and as she did, it grew to her waist, black and gleaming as a raven's wing and ready for braiding. Oochigeaskw had not been treated with such kindness since her mother had passed on, and the joy in her face transformed it into one of surpassing beauty. Then the sister opened a chest and took out a beautiful wedding outfit, and asked Oochigeaskw to wear it. She had just put it on when a deep voice said, "Greetings, my sister."

Cinderella or “The Little Glass –Slipper”

<http://www.pitt.edu/~dash/type0510a.html#perrault>

Once there was a gentleman who married, for his second wife, the proudest and most haughty woman that was ever seen. She had, by a former husband, two daughters of her own, who were, indeed, exactly like her in all things. He had likewise, by another wife, a young daughter, but of unparalleled goodness and sweetness of temper, which she took from her mother, who was the best creature in the world.

No sooner were the ceremonies of the wedding over but the stepmother began to show herself in her true colors. She could not bear the good qualities of this pretty girl, and the less because they made her own daughters appear the more odious. She employed her in the meanest work of the house. She scoured the dishes, tables, etc., and cleaned madam's chamber, and those of misses, her daughters. She slept in a sorry garret, on a wretched straw bed, while her sisters slept in fine rooms, with floors all inlaid, on beds of the very newest fashion, and where they had looking glasses so large that they could see themselves at their full length from head to foot. The poor girl bore it all patiently, and dared not tell her father, who would have scolded her; for his wife governed him entirely. When she had done her work, she used to go to the chimney corner, and sit down there in the cinders and ashes, which caused her to be called Cinderwench. Only the younger sister, who was not so rude and uncivil as the older one, called her Cinderella. However, Cinderella, notwithstanding her coarse apparel, was a hundred times more beautiful than her sisters, although they were always dressed very richly.

It happened that the king's son gave a ball, and invited all persons of fashion to it. Our young misses were also invited, for they cut a very grand figure among those of quality. They were mightily delighted at this invitation, and wonderfully busy in selecting the gowns, petticoats, and hair dressing that would best become them. This was a new difficulty for Cinderella; for it was she who ironed her sister's linen and pleated their ruffles. They talked all day long of nothing but how they should be dressed.

"For my part," said the eldest, "I will wear my red velvet suit with French trimming." "And I," said the youngest, "shall have my usual petticoat; but then, to make amends for that, I will put on my gold-flowered cloak, and my diamond stomacher, which is far from being the most ordinary one in the world."

They sent for the best hairdresser they could get to make up their headpieces and adjust their hairdos, and they had their red brushes and patches from Mademoiselle de la Poche. They also consulted Cinderella in all these matters, for she had excellent ideas, and her advice was always good. Indeed, she even offered her services to fix their hair, which they very willingly accepted. As she was doing this, they said to her, "Cinderella, would you not like to go to the ball?"

"Alas!" said she, "you only jeer me; it is not for such as I am to go to such a place." "You are quite right," they replied. "It would make the people laugh to see a Cinderwench at a ball."

Anyone but Cinderella would have fixed their hair awry, but she was very good, and dressed them perfectly well. They were so excited that they hadn't eaten a thing for almost two days. Then they broke more than a dozen laces trying to have themselves laced up tightly enough to give them a fine slender shape. They were continually in front of their looking glass. At last the happy day came. They went to court, and Cinderella followed them with her eyes as long as she could. When she lost sight of them, she started to cry.

Her godmother, who saw her all in tears, asked her what was the matter.

"I wish I could. I wish I could." She was not able to speak the rest, being interrupted by her tears and sobbing.

This godmother of hers, who was a fairy, said to her, "You wish that you could go to the ball; is it not so?"

"Yes," cried Cinderella, with a great sigh.

"Well," said her godmother, "be but a good girl, and I will contrive that you shall go." Then she took her into her chamber, and said to her, "Run into the garden, and bring me a pumpkin."

Cinderella went immediately to gather the finest she could get, and brought it to her godmother, not being able to imagine how this pumpkin could help her go to the ball. Her godmother scooped out all the inside of it, leaving nothing but the rind. Having done this, she struck the pumpkin with her wand, and it was instantly turned into a fine coach, gilded all over with gold. She then went to look into her mousetrap, where she found six mice, all alive, and ordered Cinderella to lift up a little the trapdoor. She gave each mouse, as it went out, a little tap with her wand, and the mouse was that moment turned into a fine horse, which altogether made a very fine set of six horses of a beautiful mouse colored dapple gray.

Being at a loss for a coachman, Cinderella said, "I will go and see if there is not a rat in the rat trap that we can turn into a coachman."

"You are right," replied her godmother, "Go and look."

Cinderella brought the trap to her, and in it there were three huge rats. The fairy chose the one which had the largest beard, touched him with her wand, and turned him into a fat, jolly coachman, who had the smartest whiskers that eyes ever beheld. After that, she said to her, "Go again into the garden, and you will find six lizards behind the watering pot. Bring them to me." She had no sooner done so but her godmother turned them into six footmen, who skipped up immediately behind the coach, with their liveries all bedaubed with gold and silver, and clung as close behind each other as if they had done nothing else their whole lives. The fairy then said to Cinderella, "Well, you see here an equipage fit to go to the ball with; are you not pleased with it?"

"Oh, yes," she cried; "but must I go in these nasty rags?"

Her godmother then touched her with her wand, and, at the same instant, her clothes turned into cloth of gold and silver, all beset with jewels. This done, she gave her a pair of glass slippers, the prettiest in the whole world. Being thus decked out, she got up into her coach; but her godmother, above all things, commanded her not to stay past midnight, telling her, at the same time, that if she stayed one moment longer, the coach would be a pumpkin again, her horses mice, her coachman a rat, her footmen lizards, and that her clothes would become just as they were before. She promised her godmother to leave the ball before midnight; and then drove

away, scarcely able to contain herself for joy. The king's son, who was told that a great princess, whom nobody knew, had arrived, ran out to receive her. He gave her his hand as she alighted from the coach, and led her into the hall, among all the company. There was immediately a profound silence. Everyone stopped dancing, and the violins ceased to play, so entranced was everyone with the singular beauties of the unknown newcomer.

Nothing was then heard but a confused noise of, "How beautiful she is! How beautiful she is!" The king himself, old as he was, could not help watching her, and telling the queen softly that it was a long time since he had seen so beautiful and lovely a creature. All the ladies were busied in considering her clothes and headdress, hoping to have some made next day after the same pattern, provided they could find such fine materials and as able hands to make them.

The king's son led her to the most honorable seat, and afterwards took her out to dance with him. She danced so very gracefully that they all more and more admired her. A fine meal was served up, but the young prince ate not a morsel, so intently was he busied in gazing on her.

She went and sat down by her sisters, showing them a thousand civilities, giving them part of the oranges and citrons which the prince had presented her with, which very much surprised them, for they did not know her. While Cinderella was thus amusing her sisters, she heard the clock strike eleven and three-quarters, whereupon she immediately made a courtesy to the company and hurried away as fast as she could.

Arriving home, she ran to seek out her godmother, and, after having thanked her, she said she could not but heartily wish she might go to the ball the next day as well, because the king's son had invited her.

As she was eagerly telling her godmother everything that had happened at the ball, her two sisters knocked at the door, which Cinderella ran and opened. "You stayed such a long time!" she cried, gaping, rubbing her eyes and stretching herself as if she had been sleeping; she had not, however, had any manner of inclination to sleep while they were away from home. "If you had been at the ball," said one of her sisters, "you would not have been tired with it. The finest princess was there, the most beautiful that mortal eyes have ever seen. She showed us a thousand civilities, and gave us oranges and citrons." Cinderella seemed very indifferent in the matter. Indeed, she asked them the name of that princess; but they told her they did not know it, and that the king's son was very uneasy on her account and would give all the world to know who she was. At this Cinderella, smiling, replied, "She must, then, be very beautiful indeed; how happy you have been! Could not I see her? Ah, dear Charlotte, do lend me your yellow dress which you wear every day."

"Yes, to be sure!" cried Charlotte; "lend my clothes to such a dirty Cinderwench as you are! I should be such a fool."

Cinderella, indeed, well expected such an answer, and was very glad of the refusal; for she would have been sadly put to it, if her sister had lent her what she asked for jestingly.

The next day the two sisters were at the ball, and so was Cinderella, but dressed even more magnificently than before. The king's son was always by her, and never ceased his compliments and kind speeches to her. All this was so far from being tiresome to her, and, indeed, she quite forgot what her godmother had told her. She thought that it was no later than eleven when she counted the clock striking twelve. She jumped up and fled, as nimble as a deer. The prince followed, but could not overtake her. She left behind one of her glass slippers, which the prince picked up most carefully. She reached home, but quite out of breath, and in her nasty old clothes, having nothing left of all her finery but one of the little slippers, the mate to the one that she had dropped.

The guards at the palace gate were asked if they had not seen a princess go out. They replied that they had seen nobody leave but a young girl, very shabbily dressed, and who had more the air of a poor country wench than a gentlewoman. When the two sisters returned from the ball Cinderella asked them if they had been well entertained, and if the fine lady had been there. They told her, yes, but that she hurried away immediately when it struck twelve, and with so much haste that she dropped one of her little glass slippers, the prettiest in the world, which the king's son had picked up; that he had done nothing but look at her all the time at the ball, and that most certainly he was very much in love with the beautiful person who owned the glass slipper.

What they said was very true; for a few days later, the king's son had it proclaimed, by sound of trumpet, that he would marry her whose foot this slipper would just fit. They began to try it on the princesses, then the duchesses and all the court, but in vain; it was brought to the two sisters, who did all they possibly could to force their foot into the slipper, but they did not succeed. Cinderella, who saw all this, and knew that it was her slipper, said to them, laughing, "Let me see if it will not fit me."

Her sisters burst out laughing, and began to banter with her. The gentleman who was sent to try the slipper looked earnestly at Cinderella, and, finding her very handsome, said that it was only just that she should try as well, and that he had orders to let everyone try.

He had Cinderella sit down, and, putting the slipper to her foot, he found that it went on very easily, fitting her as if it had been made of wax. Her two sisters were greatly astonished, but then even more so, when Cinderella pulled out of her pocket the other slipper, and put it on her other foot. Then in came her godmother and touched her wand to Cinderella's clothes, making them richer and more magnificent than any of those she had worn before.

And now her two sisters found her to be that fine, beautiful lady whom they had seen at the ball. They threw themselves at her feet to beg pardon for all the ill treatment they had made her undergo. Cinderella took them up, and, as she embraced them, said that she forgave them with all her heart, and wanted them always to love her.

She was taken to the young prince, dressed as she was. He thought she was more charming than before, and, a few days after, married her. Cinderella, who was no less good than beautiful, gave

her two sisters lodgings in the palace, and that very same day matched them with two great lords of the court.

Moral: Beauty in a woman is a rare treasure that will always be admired. Graciousness, however, is priceless and of even greater value. This is what Cinderella's godmother gave to her when she taught her to behave like a queen.

Young women, in the winning of a heart, graciousness is more important than a beautiful hairdo. It is a true gift of the fairies. Without it nothing is possible; with it, one can do anything.

Another moral: Without doubt it is a great advantage to have intelligence, courage, good breeding, and common sense. These, and similar talents come only from heaven, and it is good to have them. However, even these may fail to bring you success, without the blessing of a godfather or a godmother.

Activities for All Ages

Assigning Movements to Characters:

1. Students will form groups of 5-6.
2. Each student will be assigned or choose to represent Cinderella, the Stepmother, Stepsister 1, Stepsister 2, the Prince, (the Father).
3. Each student will create a movement that expresses the personality of their character.
4. Each group will share with the class.

Option: Class can guess who represents which character.

Choreography Option: Students can link movements they have created to make a dance.

**Want to share your creation? Email a video of your movements to meredith@statestreetballet.com and your movements might get performed on stage at the performance.

Free Printable Word Search:

<http://www.hispanaglobal.net/fun-and-free-printable-cinderella-activities-for-kids/#jp-carousel-4067>

Short Dance Worksheet:

http://www.teachnology.com/worksheets/language_arts/reading_comp/elem/ver22/