

Multicultural Literacy Segment

Texts used:

[Cendrillon](#) by Robert D. San Souci

[Yeh-Shen](#) by Ai-Ling Louie

Grade Level: 4th grade

Part I

Summary of texts:

Cendrillon is set in the Island of Martinique, a tropical island in the Caribbean with creole traditions. The story is told by Cendrillon's godmother, who Cendrillon calls Nannin. Before dying, Nannin's own mother gave her a mahogany wand that could change something for someone she loved for a short amount of time. Nannin became an orphan and was more concerned with earning money for food than the magic wand. She became a washerwoman and developed a very close relationship with one of her clients by nursing her when she was sick. To show her appreciation, the client made her the godmother of her daughter, Cendrillon. Cendrillon's mother died, but Cendrillon always stayed close to her godmother. Cendrillon's father remarried a cold woman, and they had a baby girl together. At the lavish party for the baby's christening, Nannin noticed the blisters on Cendrillon's hand. Cendrillon noted that her stepmother treats her like a servant, but she stays strong. Cendrillon and her godmother frequently did laundry at the river together, and Cendrillon always smiles and sings. One day, Nannin noticed Cendrillon was sad. Cendrillon was upset because her stepmother wouldn't let her go to the ball that Paul was having. Paul was a wealthy young man who was kind and Cendrillon describes him to be like a prince. Nannin knows she can help Cendrillon. Nannin helps Cendrillon get her stepmother and sister ready for the ball. Then she turns her attention to Cendrillon. Nannin taps her mahogany wand on a large breadfruit from the garden and it becomes a gilded coach. She turns augotis into horses, field lizards into footmen and a manicou into a coachman. Nannin then taps Cendrillon and turns her dress into a velvet gown, jewelry on her body and with pink embroidered slippers on her feet. Nannin turns herself into a well-dressed chaperon. Nannin tells Cendrillon the magic won't last long, and they need to leave before midnight. When Cendrillon arrives at the ball all eyes are on her. Attendees thought her clothes were so fine and that she had come from France. Paul only wants to dance with her and Nannin has a great time

watching and eating chocolate sherbet. Right before midnight, Nannin pulls Cendrillon away. Cendrillon leaves behind one embroidered slipper from when she tripped on the steps. After midnight the coach turned back into what it was before. The two walked home in their rags. The next day Paul went to every home and had every unmarried woman try on the pink embroidered slipper. Cendrillon's stepmother said only her daughter was eligible, but Nannin got Cendrillon out of her room and to present herself to Paul. Paul knew it was her even though she wasn't in fancy clothes. He put the slipper on her, and everyone knew they were in love. They were soon married.

Yen-Shen grew up in her stepmother's home in Southern China. Her stepmother was jealous of her beauty and goodness as her own daughter was not pretty. Out of spite, the stepmother gave Yen-Shen all the difficult chores. Yen-Shen's only friend was a fish she had caught and raised. Even though her stepmother didn't give her much food, she always found a way to share with her beloved fish. When the stepmother found out about the fish, she was upset Yen-Shen had kept it a secret from her. She tricked the fish by wearing Yen-Shen's coat so the fish would show itself. When she saw the fish, she killed it. When Yen-Shen later went to visit her fish, she was confused as to where it had gone. An old man at the pond tried to comfort her, but he would not tell her who he was. He told her that her stepmother had killed her fish, but whenever she was in true need she could kneel before the bones of the fish and let her desires be known. Yen-Shen gathered the remains of her friend and brought them home. Yen-Shen often talked to the bones of her fish and would often ask the bones for food. Yen-Shen hoped to attend the spring festival where young men and women from the village hoped to meet and chose who to marry, but her stepmother wouldn't let her for fear that men would prefer Yen-Shen over her own daughter. After her stepmother and sister left for the festival, she asked the bones for something she could wear to the feast. She found herself beautifully dressed in slippers that had soles of gold. The bones told Yen-Shen to make sure she returned both slippers. When she arrived at the feast, many people wondered who the beautiful girl was. Yen-Shen heard her stepsister say to her mother that the beautiful girl resembled Yen-Shen. In fear, Yen-Shen ran off before her stepsister could get a good look at her. When she raced down the mountainside, she lost one of the golden slippers. As Yen-Shen hurried home, her dress turned back into rags. When Yen-Shen got home, she returned the slipper to the bones of her fish, but the bones were silent. She cried herself to sleep. When the stepmother got home from the feast, she saw Yen-Shen asleep and thought no more of it. Meanwhile, a villager had found the other slipper. Realizing it was worth a lot of money, he sold it to a merchant who then presented it to the king of the island kingdom, T'o Han. The king was fascinated by the tiny slipped and wanted to find the woman that owned the shoe. He began a search among all the ladies in his kingdom, but it was too small for all of them. The king widened the search to include cave women in the countryside where the slipper was found. To speed up the process, the king placed the sandal in a pavilion by

the road where it had been found and announced the shoe would be returned to its owner. Then the king and his men hid and watched as women tried on the sandal, but it was too small. In the dark of the night Yen Shen came to the pavilion and recognized the sandal as hers and was excited to give it back to the bones of her fish. The king was struck by Yen-Shen and noticed she had the tiniest feet he had ever seen. The King and his men followed her home and asked her to try on the sandal. She tried the sandals on, and her dress transformed from rags back into the beautiful gown. The King knew he had found his beloved. Yen-Shen and the king got married and she moved into the palace with him. Since they were so unkind to her, the king wouldn't let her stepmother or sister move to the palace. They stayed in their cave home and later died in a shower of stones.

Description of how the texts are different from one another and the more widely known Cinderella Story:

Cendrillon and *Yen-Shen* take place in different regions of the world. Because of this, they are each influenced by two different cultures: Caribbean culture and Chinese culture respectively. While they both feature an evil stepmother, the helpful godmother figure is extremely different from the more widely known Cinderella story. In *Cendrillon*, the godmother figure is Nannin, who came into Cendrillon's life as a washerwoman who worked for Cendrillon's mother. Another difference in *Cendrillon* is that the king leaves the slipper for the village women to try on rather than going to each of their homes personally.

In *Yeh-Shen*, the helpful "figure" is Yeh-Shen's pet fish, whose bones grant her wishes after its passing. There is no wand in *Yeh-Shen* like there is in *Cendrillon* and the more widely known Cinderella story. The king also never meets Yeh-Shen at the party and only wants to find her because of her foot size indicated by the very small shoe she left behind.

Description of how your books reflect particular cultural communities *Description of why you selected the texts:*

Fish are an important part of Chinese culture as they symbolize wealth and prosperity. The actual word for "fish" in Chinese translates to "abundance" ([source](#)). In *Yeh-Shen*, the pet fish is seen as extremely positive and valuable because he is Yeh-Shen's only friend and his bones grant her wishes of food and attending the feast. Additionally, the king is interested in finding Yeh-Shen because the slipper left behind is extremely small. Tiny feet were highly valued, and Chinese women often bound their feet to make them smaller. Small feet were a status symbol and typically the only way women could marry into money ([source](#)).

When Cendrillon arrives at Paul's party, attendees comment that she must be from France due to her fancy attire. Martinique was colonized by France, so French culture and appearance was typically associated with high-status and wealth. Additionally, the French influence on the area is reflected by French words being used throughout the story. Cendrillon is also wearing embroidered slippers to the party. Embroidery is an important part of Caribbean culture because embroidery was part of the Triangular trade ([source](#)). Cendrillon is also noted to be wearing a turban and a silk shoulder scarf, which were common in women's fashion in the Caribbean ([source](#)).

We selected the text because they are very different from each other and the original. The cultures they originated from are unique and would provide a lot of contrasting material to compare with. Additionally, the stories reflected key elements of the cultures. Teacher-provided resources would allow students to make the connection between locations, fashion, food and government and other aspects in the stories.

Description of how you will use culturally relevant and responsive teaching practices with each book:

Landson-Billings describes culturally relevant teaching as connecting culture and school. In culturally relevant classrooms, students are given the chance to engage in the world around them and think critically about it. (1995) When teaching Yen-Shen and Cendrillon, we will take the time to learn about the cultures they originate from. We will celebrate different cultures and the influence that they have on the people who are a part of them. This is relevant and responsive teaching because it highlights to students the importance of learning about and embracing other cultures. It shows students that different versions of Cinderella have no less value than one we traditionally hear in the United States. This gives students an opportunity to think critically about the stories and traditional conventions that go along with them.

Part 2

Discussion of how your selected texts (alone and in comparison, with one another and/or the more common version of Cinderella) can be a vehicle for helping your students view text in critical ways:

Studying how different cultures tell stories can teach us about the culture and its influence. *Cendrillon* and *Yeh-Shen* have elements of their own cultures in their stories. This is critical literacy because it helps us see the larger picture of the story and of the cultures. Emmitt & Wilson (2005) believe that critical literacy is a tool to educate students for a better world and teach them about social justice. Learning about cultures that are different from your own is a great way to do this because it allows you to widen

your perspective of the world and understand how cultures influence different aspects of society. By comparing *Yeh-Shen* and *Cendrillion*, students will understand how the unique characteristics of those cultures influenced their telling of the Cinderella story.

Part 3

Lesson #	Objective(s)	Aligned Standard(s)	Description of Alignment
1	In a whole-class setting, students will discuss what they think they know and what they want to know regarding Cinderella stories using prior knowledge and a picture-walkthrough of the Disney classic Cinderella.	CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Students will need to engage in collaborative discussions as they discuss what they think they already know and want to know about Cinderella stories. While making the schema map, students will be able to build off each other ideas and express their own.
2	Students will form reasonable predictions about the plot and characters in the Caribbean Cinderella text based on context clues with a partner.	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	Students will use details and examples from the text picture walk when making predictions.
2	As a whole class, students will identify the geographic location of the Caribbean on a map and discuss the impact the location has on the features in the story.	SS.D.1. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models.	Students will locate the Caribbean on a map and recognize where it is in relationship to NY and how that may have influenced the culture and story.
3	Students will form reasonable predictions about the plot and	CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a	Students will use details and examples from the text picture walk when making

	characters in the Chinese Cinderella text based on context clues with a partner.	text when explaining what the text says explicitly and when drawing inferences from the text	predictions.
3	As a whole class, students will identify the geographic location of China on a map and discuss the impact the location has on the features in the story.	SS.D. 1. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models.	Students will locate China on a map and recognize where it is in relationship to NY and how that may have influenced the culture and story.
4	Students in a small group setting will complete a graphic organizer with key ideas from teacher-provided primary and secondary sources to construct a collection of facts and draw conclusions about each culture.	SS.A.6 Create an understanding of the past by using primary and secondary Sources, SS.A.2 Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs). CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Students will evaluate primary and secondary sources to complete a graphic organizer with information about the locations. Students will use different forms of evidence including art, photographs, maps, etc. to understand the culture. Students will need to work collaboratively in small groups to complete the research and fill in the graphic organizer. Students will need to build off each other in the conversation and express their own ideas.
5	Students will use a venn diagram to compare and contrast	SS.C1. Identify similarities and differences between communities. 2. Identify	Students will use a venn diagram to compare and contrast the different Cinderella

	the Caribbean, Chinese and European Cinderella variations as represented within the texts in an independent context.	similarities and differences between his/her community and other communities,	stories, one of which being the popular version in America.
5	In a whole class setting, students will discuss how cultural differences affect choices in the text by referencing the Cinderella texts from the Caribbean and China.	CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures	Students will have a discussion about different themes they learned during their research about the cultures and how it can be seen in the different Cinderella stories.

Part 4

Lesson #1

Objective(s):

In a whole-class setting, students will discuss what they think they know and what they want to know regarding Cinderella stories using prior knowledge and a picture-walkthrough of the Disney classic Cinderella.

Standard(s):

CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Materials:

- Various text copies of different variations of Cinderella, including the traditional Disney one.
- Chart paper (One for each section: Think You Know, Want to Know, Learn)

Procedure:

1. Introduction to the unit and getting students excited and activating prior knowledge.
 - a. Who is Cinderella?
 - b. Where does Cinderella live?
 - c. What region of the world do you think Cinderella takes place in?
 - i. Find student responses on the map (guide students to Europe, specifically France)
 - d. What does she look like? What does she wear?
2. Teacher leads class on a picture-walkthrough of the common version of Cinderella in the US from Disney
3. As a class, the teacher models how to add to the class schema map of what they think they know and what they want to know. Students are given post-it notes to write down their thoughts and put it on chart paper.
4. Students spread out around the room and have time to explore many books of different versions of Cinderella independently or with a partner and can add any new ideas or questions to the schema map using a post-it note.
5. Regroup as a whole class. Allow students to share what they wrote down.
 - a. Turn and talk with a partner to share what they want to know with each other.

Assessment Plan(s):

Students will be assessed expressing their own ideas and building off of the ideas of their classmates. Students can do this either verbally in conversation and/or by adding to the schema map.

Assessment Rubric/Checklist:

- Did the student express their own ideas?
- Did the student build on the ideas of peers?
- Did the student ask questions about the stories (either written down or in class discussion)?

Lesson #2

Objective(s):

Students will form reasonable predictions about the plot and characters in the Caribbean Cinderella text based on context clues with a partner.

As a whole class, students will identify the geographic location of the Caribbean on a map and discuss the impact the location has on the features in the story.

Standard(s):

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

SS.D.1. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models.

Materials:

- Google map of the Caribbean and Martinique
- Virtual field trips of key landmarks from the region
 - Examples: [Virtual tour of Havana](#), Cathedral de Primada America (Dominican Republic), Castillo San Felipe del Morro (Puerto Rico)
- [Cendrillon](#) by Robert D. San Souci (copies for pairs of students)

Procedure:

1. Teacher introduces that we will be reading the story of Cinderella from the Caribbean today. To get students excited about the story, the teacher will play a song from the Caribbean.
2. Teacher then leads the class on virtual field trips on the smart board and shows the location on a map
 - a. Where is the Caribbean with respect to where we are?
 - b. How could we get there?
3. Teacher previews the text with the class and models making a reasonable prediction about Cendrillon by using context clues and evidence from the text
4. Students will turn and talk with a partner and make a reasonable prediction together based on context clues/evidence from the text they find while previewing it
5. Teacher read aloud of *Cendrillon* with stopping for think aloud throughout to model comprehension strategies
 - a. I noticed that she is doing laundry in the river. Hm, what does that say about their culture? How is it different from ours?
 - b. I noticed that they keep mentioning France and using French words. Why do you think the author did this?
6. Whole class discussion on questions they have about the culture from the story and their predictions.
 - a. What does this story make you want to learn about the culture?
 - b. How do you think the location of the Caribbean influenced the story?
 - c. How did your predictions compare to what happened?

Assessment Plan(s):

Students will work in pairs to fill out the below worksheet. Teacher will collect and evaluate if the students made reasonable predictions using the assessment checklist.

Students will be assessed based on their participation in the class discussion to determine where the Caribbean is on the map with respect to where we are.

My Cinderella Story Predictions

My prediction about *Cendrillon* is _____

Evidence from the text to support this _____

Assessment Rubric/Checklist:

- Did the student make a reasonable prediction supported by evidence from the text? (worksheet)
- Can the student identify where the Caribbean is on a map? (class discussion)
- Does the student know where the Caribbean is compared to NY? (class discussion)

Lesson #3**Objective(s):**

Students will form reasonable predictions about the plot and characters in the Chinese Cinderella text based on context clues with a partner.

As a whole class, students will identify the geographic location of China on a map and discuss the impact the location has on the features in the story.

Standard(s):

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

SS.D. 1. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models.

Materials:

- Google map of China
- Virtual field trips of key landmarks
 - Examples: Great Wall of China, the Forbidden City
- [Yeh-Shen](#) by Ai-Ling Louie (copies for each pair of students)

Procedure:

1. Teacher says that we will be reading the story of Cinderella from China today. To get students excited about the story the teacher will play a song from China.
2. Teacher then leads the class on virtual field trips on the smart board and shows the location on a map.
 - a. Where is China with respect to where we are?
 - b. How could we get there?
3. Teacher previews the text with the class and models making a reasonable prediction about Yen-Shen
4. Students will turn and talk with a partner and make a reasonable prediction together based on context clues/evidence from the text they find while previewing it
5. Teacher read aloud of *Yen-Shen* with stopping for think alouds throughout to model comprehension strategies
 - a. I noticed that Yen-shen lives in a cave. What does that tell you about the geographic region in southern China?
 - b. Yen-Shen loves her pet fish. I wonder if fish have any significance in the location.
 - c. I noticed that the author keeps referencing how small Yen-Shen's feet are. Maybe that is important in Chinese culture.
6. Whole class discussion on questions they have about the culture from the story and their predictions.
 - a. What does this story make you want to learn about the culture?

- b. How do you think the location of China influenced the story?
- c. How did your predictions compare to what happened?

Assessment Plan(s):

Students will work in pairs to fill out the below worksheet. Teacher will collect and evaluate if the students made reasonable predictions using the assessment checklist.

Students will be assessed based on their participation in the class discussion to determine where China is on the map with respect to where we are.

My Cinderella Story Predictions

My prediction about <i>Yen-Shen</i> is _____

Evidence from the text to support this _____

Assessment Rubric/Checklist:

- Did the student make a reasonable prediction supported by evidence from the text? (worksheet)
- Can the student identify where China is on a map? (class discussion)
- Does the student know where China is compared to NY? (class discussion)

Lesson #4

Objective(s):

Students in a small group setting will complete a graphic organizer with key ideas from teacher-provided primary and secondary sources to construct a collection of facts and draw conclusions about each culture.

Standard(s):

SS.A.6 Create an understanding of the past by using primary and secondary Sources, SS.A.2 Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).

CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Materials:

- Graphic organizers divided into 2 sections (Caribbean and China) for student notes
- Primary and secondary sources of artifacts from China and the Caribbean.

Procedure:

1. Teacher introduces that today we will be doing research in small groups on either the Caribbean or China
2. Teacher goes through and explains the various primary and secondary sources provided
 - a. Explain the difference between primary and secondary sources
3. Teacher models how to use the note taking sheet
4. Teacher goes over expectations for working in a group (staying on task, collaborating, etc.)
5. Heterogeneous groups are formed and assigned one culture to each student group
 - a. Jigsaw style → each student within a group will get a number (ex. 1-4).
After they do their initial research, they will regroup with their “number” group to share information on their culture and to get information on the culture they did not research
6. Students work in small groups to fill out the note taking sheet for their assigned culture
7. Each number meets (i.e. all the “2’s” meet together) to share what they learned, and everyone takes down notes on the culture they didn’t research and add to their own notes on the culture they did research.

Assessment Plan(s):

Students will be assessed based on their graphic organizer being completed accurately.

Students will be assessed based on working effectively with group members by expressing their own ideas and building on the ideas of others.

Graphic organizer:

Name _____

Caribbean	China
Location?	Location?
Food?	Food?
Fashion?	Fashion?
Traditions?	Traditions?
Government?	Government?

Assessment Rubric/Checklist:

- Did the student find key facts from the primary and secondary sources about their assigned culture (either Caribbean or Chinese)?
- Did the student learn and record the other culture's key facts taught by other students in their group?
- Did the student express their own ideas in their group?
- Did the student build off the ideas of others?

Lesson #5

Objective(s):

Students will use a venn diagram to compare and contrast the Caribbean, Chinese and European Cinderella variations as represented within the texts in an independent context.

In a whole class setting, students will discuss how cultural differences affect choices in the text by referencing the Cinderella texts from the Caribbean and China.

Standard(s):

SS.C1. Identify similarities and differences between communities. 2. Identify similarities and differences between his/her community and other communities,

CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

Materials:

- Venn diagram with three circles: Cinderella, Yen-Shen, Cendrillon (copies for individual students)
- Copies of the two texts (*Cendrillon* and *Yen-Shen*) available for each student
- Student graphic organizers from Lesson #4

Procedure:

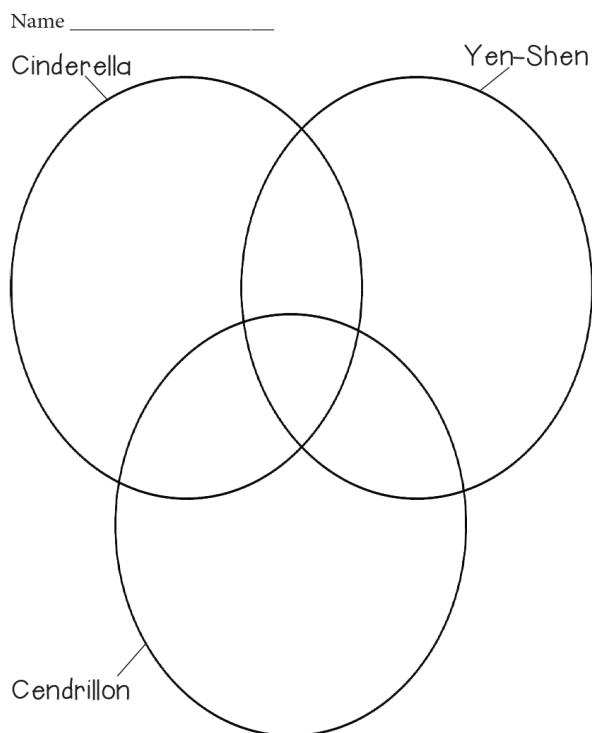
1. Introduce the lesson by having students recall key facts they learned about Caribbean and Chinese culture in the last lesson.
2. Teacher leads class discussion on differences and similarities they noticed in the stories.
 - a. How were the locations different from each other?
 - b. What main characters were similar in each story?
3. Students turn and talk with a partner about a commonality and difference they noticed about the stories
4. Teacher models how to fill in the venn diagram using a student-given difference and commonality about one of the stories
5. Students complete the venn diagram independently. They can reference the texts or their notes from the previous lesson if needed
6. Students come back together as a whole class

7. Teacher-led conversation about how cultural differences affect choices made by the author in the text by referencing the Cinderella texts from the Caribbean and China
8. Students go back to the schema map and add what they learned using post-it notes.
9. Gallery walk of the schema map after each student has written down what they have learned.

Assessment Plan(s):

Completion of the venn diagram and comparing and contrasting the different stories.

Venn diagram:



Assessment Rubric/Checklist:

- Did the student find commonalities between all three stories?
- Did the student find commonalities between two of the stories?
- Did students find unique differences for each Cinderella story?

Part 5

Lesson #	Objective(s)	Assessment	Checklist
1	In a whole-class setting, students will discuss what they think they know and what they want to know regarding Cinderella stories using prior knowledge and a picture-walkthrough of the Disney classic Cinderella.	Students will be assessed on their ability to express their own ideas and built off of the ideas of their classmates. Students can do this either verbally in conversation or on the schema map.	<ul style="list-style-type: none">• Did the student express their own ideas?• Did the student build on the ideas of peers?• Did the student ask questions about the stories (either written down or in class discussion)?
2	Students will form reasonable predictions about the plot and characters in the Caribbean Cinderella text based on context clues with a partner.	Using a graphic organizer, students will be assessed on how their predictions for the stories use evidence from text.	<ul style="list-style-type: none">• Did the student make a reasonable prediction supported by evidence from the text? (worksheet)
2	As a whole class, students will identify the geographic locations of the Caribbean on a map and discuss the impact the location has on features in the story.	Students will be assessed based on their participation in the class discussion to determine where the Caribbean is on the map with respect to where we are.	<ul style="list-style-type: none">• Can the student identify where the Caribbean is on a map?• Does the student know where the Caribbean is compared to NY?

3	<p>Students will form reasonable predictions about the plot and characters in the Chinese Cinderella text based on context clues with a partner.</p>	<p>Using a graphic organizer, students will be assessed on how their predictions for the stories use evidence from text.</p>	<ul style="list-style-type: none"> Did the student make a reasonable prediction supported by evidence from the text? (worksheet)
3	<p>As a whole class, students will identify the geographic locations of China on a map and discuss the impact the location has on features in the story.</p>	<p>Students will be assessed based on their participation in the class discussion to determine where China is on the map with respect to where we are.</p>	<ul style="list-style-type: none"> Can the student identify where China is on a map? Does the student know where China is compared to NY?
4	<p>Students in a small group setting will complete a graphic organizer with key ideas from teacher-provided primary and secondary sources to construct a collection of facts and draw conclusions about each culture.</p>	<p>Students will be assessed based on their graphic organizer being completed accurately.</p> <p>Students will be assessed based on working effectively with group members by expressing their own ideas and building on the ideas of others.</p>	<ul style="list-style-type: none"> Did the student find key facts from the primary and secondary sources about their assigned culture (either Caribbean or Chinese)? Did the student learn and record the other culture's key facts taught by other students in their group?

			<ul style="list-style-type: none"> • Did the student express their own ideas in their group? • Did the student build off the ideas of others?
5	Students will use a venn diagram to compare and contrast the Caribbean, Chinese and European Cinderella variations as represented within the texts in an independent context.	Completion of the venn diagram and comparing and contrasting the different stories.	<ul style="list-style-type: none"> • Did the student find commonalities between all three stories? • Did the student find commonalities between two of the stories? • Did students find unique differences for each Cinderella story?
5	In a whole class setting, students will discuss how cultural differences affect choices in the text by referencing the Cinderella texts from the Caribbean and China.	Being able to express ideas and share what they learned with the whole class and connecting what they learned about the culture to the text.	<ul style="list-style-type: none"> • Did the students share their ideas? • Did the student build off the ideas of their peers?