

Cinderella Around the World & The Five Themes of Geography

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Grade 6
Level
Duration 3 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

2. How to use mental maps (a person's internalized picture of a part of Earth's surface) to organize information about people places, and environments in a spatial context

3. How to analyze the spatial organization of people places, and environments on Earth's surface

Element 2: Places and Regions

4. The physical and human characteristics of places

AZ Standards

ELA

Reading

Integration of Knowledge and Ideas

6.RL.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.

Writing

Production and Distribution of Writing

6.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MATHEMATICS

Ratios and Proportional Relationships

6.RP.A.3 Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).
 d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions. Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns

SIOP Elements

Preparation

Adapting content
 Linking to background
Linking to past learning
 Strategies used

Scaffolding

Modeling
 Guided practice
Independent practice
Comprehensible input

Grouping Option

Whole class
Small groups
Partners
Independent

Integrating Processes

Reading
Writing
Speaking
Listening

Application

Hands on
Meaningful
 Linked to objectives
Promotes engagement

Assessment

Individual
 Group
Written
 Oral

Arizona English Language Proficiency Standards

Grade 6

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using some text evidence.

B-2: recount specific details and information in a variety of texts.

B-3 identify and describe similarities and differences between multiple texts.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: deliver short oral presentations that include some details to develop a topic.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-2: participate in written exchanges about familiar topics and texts.

B-5: contribute relevant information and evidence to collaborative oral and written discussions.

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: gather information from multiple provided resources to answer questions.

B-2: paraphrase observations/information notes with labeled illustrations, diagrams, or other graphics, as appropriate.

Overview

Students will explore the Five Themes of Geography while reading and discussing multicultural Cinderella stories.

Purpose

In this lesson, students will explore the places and regions around the world through multicultural Cinderella Stories. While reading the stories, students will not only review literary elements of traditional literature, they will identify the five themes of geography. They will then complete additional research to present their Cinderella stories through a visual representation of the story and its country of origin. This lesson includes strategies for diverse learners (ELLs).

Key Vocabulary

movement: the way people, products, information and ideas move from one place to another

region: an area that is defined by certain similar physical, natural, human or cultural characteristics

human-environment interaction: the relationship between humans and the environment

location: where something is situated Location can be relative (general location) or absolute (specific location).

place: area that is defined by everything in it

Materials

- Original Cinderella story
- Multicultural variants of the Cinderella story
- Cinderella Around the World Student Sheet
- World almanacs or online almanac
- Poster paper or digital poster tool
- Scissors and glue
- Colored pencils, markers, crayons
- Rubric with grading information and requirements
- World map posted in classroom
- Vocabulary Cards
- Vocabulary Test and Answer Key

Objectives

Students will be able to:

- Identify the Five Themes of Geography using a Cinderella book
- Identify Literary Elements using a Cinderella Book
- Use ratio to compare the size of a country to the size of Arizona
- Locate their country on a world map
- Create a poster
- Present orally

Procedures

Prerequisite Knowledge: *The students should be familiar with an original Cinderella story. If they are not, read a version of the original Cinderella story to provide common background knowledge. They should also be familiar with the 5 Themes of Geography or the teacher should be prepared to teach them in Step 5. Students are familiar with how to create ratios.*

Background Information for the Teacher: *An explanation of the can be found at: **5 Themes of Geography: A Basis for Understanding Geography** <http://geoalliance.asu.edu/5Themes>*

SESSION ONE

Engage:

1. Do a pass-around to have small groups of students retell their knowledge of the traditional Cinderella story. Have each student write one sentence then pass the paper until their group feels the story is complete. Have groups share out their stories; listening for similarities and make clarifications. (**Preparation: Linking to past learning; Scaffolding: Comprehensible input**)

Explore:

2. Tell the students they are going to listen to a variation of the Cinderella story. They need to listen for differences between the variant and original Cinderella story.

3. Read one version of the Cinderella story. (*I recommend Sootface An Ojibwa Cinderella Story by San Souci or Yeh Shen A Chinese Cinderella by Aai-Ling Louie because these books give clear examples for the Five Themes of Geography.*)

4. Have students share out differences between the original Cinderella and this version while reading the book aloud. (**Integrating Processes: Listening**)

Explain:

5. Review the Five Themes of Geography. A memory cue to use is MR. HELP.

- Movement
- Region
- Human-Environment Interaction
- Location (absolute and relative)
- Place

6. As a large group identify the five themes in the Cinderella story. (**Scaffolding: Modeling; Grouping: Whole**)

7. Ticket out the Door: Have students write MR HELP on a sheet of paper and recall at least one characteristic from the story read aloud for each of the themes. (**Assessment: Individual, Written**)

SESSION TWO

Elaborate:

8. Provide a variant Cinderella story to each pair or small group of students. Have them complete the student page including literary elements, Five Themes of Geography and additional research on the country where the story takes place. They should also know the location of their country on a world map.

9. Have students use an almanac to research the land size of the country in which their Cinderella story takes place and the land size of Arizona. Have them create a ratio of how many Arizonas fit into their country or how many of their countries fit into Arizona (depending on which one is bigger). (**Grouping: Partners or Small groups; Application: Meaningful; Integrating Processes: Reading**)

Evaluate:

10. Partners or small groups will create a poster of the literary elements, Five Themes of Geography and ratio of their country's size using the rubric. (**Integrating Processes: Writing, Reading; Application: Promotes engagement; Assessment: Small groups, Partners**)

SESSION THREE

11. Students will present their poster to the class. They will "tag" with a sticky note their

Cinderella and the 5 Themes of Geography

country on the classroom world map. Peers will orally compare the various Cinderella stories in terms of size of the location, the Five Themes of Geography, and literary elements. **(Integrating Processes: Speaking, Listening)**

Assessment

Geography and ELA

The poster can be scored using the provided rubric. Mastery will be seen as a score of 80% or higher.

The Vocabulary Test can be given to assess language acquisition. Mastery will be seen as a score of 80% or higher.

Geography

The Five Themes portion of the Student Sheet can be graded for accuracy. Mastery will be seen as a score of 80% or higher.

ELA

The Literary Elements portion of the Student Sheet can be graded for accuracy. Mastery will be seen as a score of 80% or higher.

Mathematics

The Country Research portion of the Student Sheet can be graded for accuracy. Mastery will be considered a score of 100%.

Extensions

- Students can research a country not represented by a Cinderella story in the classroom and write their own Cinderella story to include elements of the Five Themes of Geography that would apply to this country.
- Students can create a brochure on the country where their Cinderella story originated.

Sources

List of Multicultural Cinderella Books:

http://www.goodreads.com/list/show/854.Cinderella_Stories

Resource for country and size:

<http://www.infoplease.com/countries.html>

Five Themes of Geography Definitions and additional resources:

<http://geography.mrdonn.org/5themes-definitions.html>