Cinderella wore COWBOY BOOTS

SHOW COMPANION
ACTIVITY PACKET

About the Show

"Hear, Ye! Hear, Yeee-Haw!" The King is throwin' a Royal Ball! In this one-woman show, our storyteller will round-up audiences as they get pulled into this hilarious, interactive, and knee-slappin' adaptation of Cinderella. That's right, pard'ner! Members of your audience become part of the action! Saddle up as *Cinderella Wore Cowboy Boots* lassoes the power of childhood imagination to tell this rags-to-riches story in a way you will never forget.

Interactive Theatre

In traditional theatre, performance is limited to a designated stage area and the action of the play unfolds in front of audience members, who function as passive observers. By contrast, in interactive theatre, the performance engages audience members directly, making them active participants in the piece. Interactive Theater is not made for only entertainment, it is often produced to illustrate real life political and moral debates.

The World's Favorite Fairytale

Read the passage and answer then answer the questions below.

Cinderella Wore Cowboy Boots is adapted from the timeless Fairy Tale *Cinderella*. Fairy Tales are a type of **folklore** that typically feature fantastical elements, such as dragons, elves, fairies, giants, goblins, mermaids, talking animals, magic and **enchantments**. Many of today's fairy tales have evolved from centuries-old stories that have appeared, with variations, in multiple cultures around the world. *Cinderella* (also titled "The Glass Slipper"), has appeared in thousands of **variations** throughout the world. The story of *Rhodopis* recounted by the Greek **geographer** Strabo sometime between 7 BC and 23 AD, about a slave girl who marries the king of Egypt, is usually considered to be the earliest known version of the story. The Chinese story *Ye Xian*, from around 860 AD, is another early variation of the story. The version that is now most widely known was published in French by Charles Perrault in 1697.

The story of Cinderella has formed the basis of many notable works of art, including operas, ballets, stage musicals, and the beloved animated film from Disney in 1950.

ACTIVITY PACKET

LET'S DEFINE

Folklore noun
the traditional beliefs, customs, and stories of a community, passed through the generations by word of mouth.

Enchantment noun
the state of being under a spell; magic.

Variation noun
a different or distinct form or version of something.

Geography noun
the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these.

READING QUESTIONS

MULTIPLE CHOICE

1. Which of these elements are typically present in a Fairy Tale?
a. Magic
b. Enchantments
c. Fantastical Elements
d. All the Above

2. Ye Xian is the title of an early version of the Cinderella story from which country?
a. Greece
b. China
c. France
d. The United States

3. The most widely known version of the story was created by which of the options below?
a. The Brothers Grimm
b. Strabo
c. Walt Disney
d. Charles Perrault

4. The Cinderella story has been adapted into many different forms. Which of the options below represents a form the story has taken?
a. Film
b. Opera
c. Ballet
d. All the Above

Teaching Cinderella — Cinderella Stories from around the World

ACTIVITY PACKET

GRADE LEVEL ACTIVITIES
ALL GRADES

The Fairy Tale Generator

Students (on their own, or in groups) will create a fairy tale, using the prompts below, to share with the class.

Materials: Paper, Writing Utensils, Scissors

1. Create separate slips of paper bearing the words from the story prompts below, for students to draw at random from three categories: PROTAGONIST, ANTAGONIST, PLOT DEVICE, and THEME. Explain the meaning of these terms (see below).
2. Using the story prompts, students create an original Fairy Tale, which must contain elements from each of the four categories.
3. Students, on their own or in groups, share their Fairy Tales with the class.

Story Prompts
PROTAGONIST (The main character, or "hero" of the story)
a. Unicorn b. Princess c. Knight

ANTAGONIST (A person that opposes the main character's goals)
a. Wizard b. Dragon c. Giant

PLOT DEVICE (An element introduced into a story to help advance the plot)
a. A Curse
b. A Treasure
c. A Magical Object

THEME (A message or an idea expressed through the story)
1. "Never judge a book by its cover"
2. It's always darkest just before the dawn"
3. "Cheaters never win, and winners never cheat"

ACTIVITY PACKET

Word Search

Find the following words in the grid below:
Cinderella – Prince – Cowboy – Royal – Ball – Boots – Godmother – Lasso – Saddle - Stepsisters

```
E H S R E T S I S P E T S
C I N D E R A S C E R U I
N X D O G O D M O T H E R
I N D R O Y D L W B T Y C
R P O S S A L E B O O T S
P R I N T L E D A H Y A
S I S T H L U R Y O L A D
T W O C I N D E R E L L A
```

JUMBLE

Rearrange the jumbled letters to form a word or phrase:

1. AFTAREILY _ _ _ _ _   _ _ _ _

2. TORTERSELYL _ _ _ _ _ _ _ _ _ _ _

3. VACIRETENTI _ _ _ _ _ _ _ _ _ _ _

4. THIMDING _ _ _ _ _ _ _ _

Cinderella Wore Cowboy Boots

Main Character: Cinderella   **Top Character Strength**: Hope
Additional supporting strengths demonstrated in the play: Friendship, Perseverance, Love, Teamwork, Kindness

What is Hope Activity

CASEL Competency: Self-Awareness ~ Experiencing self-efficacy

Would you consider Cinderella a hopeful person? Why or why not? Write down your thoughts.

What is Hope? I feel positive when I think about the future.

Why it matters: Hope helps you explore your dreams, set goals and gives you the positive energy to achieve your goals.
When to use Hope: At the beginning of something new, in a challenging situation, when there is no clear solution, or after something doesn't turn out the way you wanted. Cinderella, for example, stayed hopeful that she would find love and connection, despite being isolated and belittled by her family.

How do you know if you are a hopeful person? When you use your strength of Hope, what are you thinking, feeling and saying?

Let's work in pairs or small groups to create visual representations of a hopeful person.
1. Draw the outline of a person on a piece of paper or poster paper, making sure to leave plenty of space to write in the margins.
2. Create thought bubbles to write down thoughts of a hopeful person.
3. Create speech bubbles to write what a hopeful person says.
4. Write what a hopeful person feels inside the outline near the person's heart.
5. Write what a hopeful person does near the person's hands.

If you are struggling, think of Cinderella. What would she think, say or feel?

Let's be honest -- in some situations, it's really hard to think, speak and feel like a hopeful person. It can feel like it's no use. Still, how can Hope help us in those situations? How can we increase our Hope if we are not feeling very hopeful about a certain situation? Hope is believing in the possibility that something good could happen, which empowers us to take steps to reach our goals.
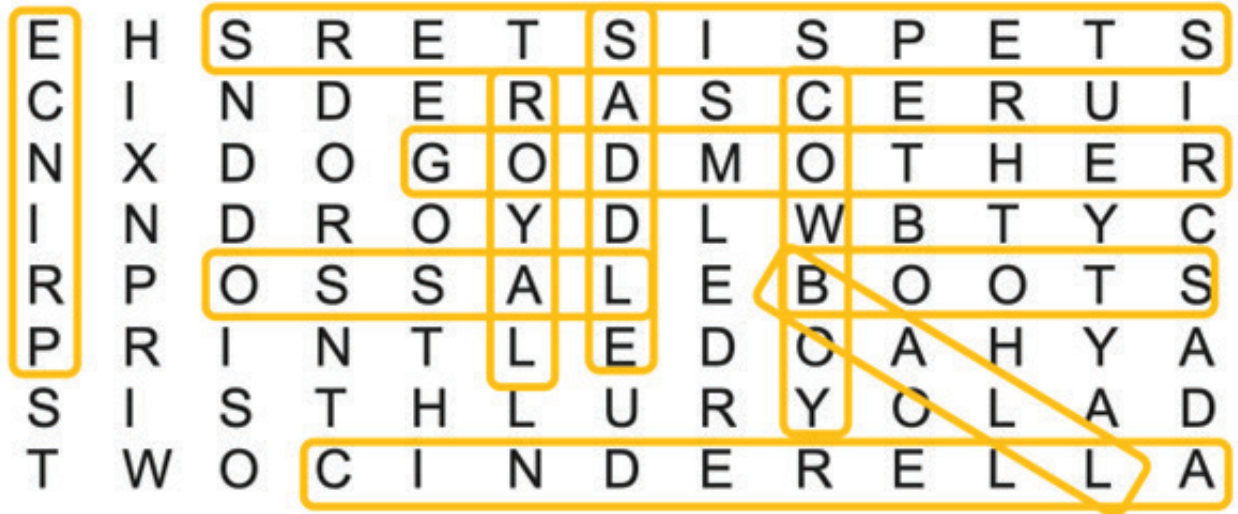
ANSWER KEY

Answer Key
Multiple Choice
1.D
2.B
3.D
4.D

Jumble
1.FAIRY TALE
2.STORY TELLER
3.INTERACTIVE
4.MIDNIGHT

```
E  H  S  R  E  T  S  I  S  P  E  T  S
C  I  N  D  E  R  A  S  C  E  R  U  I
N  X  D  O  G  O  D  M  O  T  H  E  R
I  N  D  R  O  Y  D  L  W  B  T  Y  C
R  P  O  S  S  A  L  E  B  O  O  T  S
P  R  I  N  T  L  E  D  O  A  H  Y  A
S  I  S  T  H  L  U  R  Y  O  L  A  D
T  W  O  C  I  N  D  E  R  E  L  L  A
```

Standards
• RI.1.1 Ask and answer questions about key details in a text.
• RL.2.2 Analyze literary text development. a. Determine the lesson or moral. b. Retell stories, including fables and folktales from diverse cultures.
• RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
• W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)
• RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
• RL.3.2 Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables and folktales.