

Southeast Asia Lesson Plan:

Cinderella in Southeast Asia vs. Cinderella in Europe

Estimated Time: 1 class period

Objectives:

1. Students will compare and contrast the Vietnamese version of Cinderella and the European version of Cinderella.
2. Students will complete a Venn diagram.
3. Students will improve their language fluency by the practice of reading aloud.

Materials:

1. Handouts of the European version of Cinderella (<http://www.pitt.edu/~dash/type0510a.html#perrault>)
2. Handouts of the Vietnamese version of Cinderella (<http://www.pitt.edu/~dash/tam.html>)
3. [Worksheet](#) with a Venn diagram
4. Dry erase board and markers

(For more information on Cinderella stories from around the world, see the American Library Association at <http://www.ala.org/ala/aboutala/offices/publishing/booklinks/resources/multicultural.cfm>)

Introduction:

This assignment is designed to illustrate the similarities of European and Southeast Asian culture by analyzing two different versions of Cinderella. This lesson can be used as an introduction to Southeast Asia, but it also works well as an introduction to the part of the unit on religion since the Vietnamese story alludes to reincarnation. Either way, the stories are an excellent way to help students realize that while the two cultures are different, they are similar in several ways as well.

Procedure:

1. The students need to read both versions of Cinderella. This can be done in several different ways. The following items are suggestions for ways to do this:
 - A. The stories can both be read aloud, which will help increase language fluency. However, both stories are rather long, so be prepared to spend a significant part of the class reading them.
 - B. A shorter, storybook version of the European Cinderella could be read aloud, which would help reduce the amount of class time required.
 - C. The students could read the stories for homework and simply talk about them in class.

D. The students could be put into groups of about five, told to read both stories for homework, and then act the stories out in class.

2. Once the stories have been reviewed, a discussion will help the students recognize some of the differences. Several students will immediately realize some of the differences and similarities, but it is unlikely that they will see the elements of reincarnation when they read “Tam and Cam.” They may also miss some of the cultural differences. However, several students will recognize the fairy godmother, evil step-mother, and step-sisters in both stories.

3. Once the class has reviewed and discussed the stories, the Venn diagram can be passed out. Some of the students may not have done these before, so some explanation may be in order. Tell the students that each circle represents one of the stories. The part where the circles cross is where the stories are alike. The other part of the circle represents the differences between the two stories.

Conclusion/Evaluation:

This could be treated as class participation or a homework grade. One suggestion is to grade the assignment based on the number of similarities and differences the students find. Most students should be able to identify six points in each of the categories.