

Cinderella



Calliope Theatre Company
Study Guide

Cinderella

Welcome to *Cinderella* by Calliope Theatre Company!

Our touring production of *Cinderella*, an original, one-hour presentation, has been designed to “Educate, Enlighten & Entertain!” Our professional actors, playing multiple roles, will take your students on a magical journey through this beloved and classic fairy tale.

In this study guide, developed by professional educators and English-language teachers, you will find pre- and post-performance activities and discussion topics, as well as teacher and student resources. For students who are learning English we have also included key vocabulary words so that your students will get the most out of our performances.

Calliope Theatre Company’s *Cinderella* is an interactive performance and we encourage your students’ participation and we will be asking a number of your students to join us on stage!

Calliope Theatre Company welcomes your opinions and suggestions on our performances and Study Guides, so that we can continue to provide teachers and students with the finest in-school, educational theatre experience!

This study guide may be reproduced and distributed to students. It can be found on our website www.calliopetheatrecompany.pt

We love hearing from students and teachers. Write us letters or draw us pictures, and tell us what you thought of the show!

Sincerely,
Calliope Theatre Company

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THE STORY of CINDERELLA

The story of CINDERELLA can be traced back centuries and individual elements of the story can be found in almost every world culture. There are more than 1,500 variations on the story estimated worldwide, each adding something unique.

The earliest version of the story comes from China somewhere around 850 AD. In that tale, a young princess is captured and taken to live as a servant in another province. Eventually she is rescued and her true identity is revealed because her foot is small enough (having been bound in traditional Chinese fashion) to fit into the Princess's shoe.

The first written version of the story comes from Germany in 1501 and it has more in common with Shakespeare's ROMEO AND JULIET than with the modern-day CINDERELLA. In this tale, the daughter of a merchant falls in love with the son of a rival merchant. Her mother, thinking to stop the marriage of the two young lovers, tells the daughter that she must empty a bushel of barley, one grain at a time and using only her tongue, before she can wed. The daughter completes the task, with the help of ants, and the marriage takes place despite her mother's objection. The story next appeared in a collection of Italian folk tales published by Giambattista Basile between 1624 -1636. In this version of the tale, a young orphan girl sleeps among the ashes, and earns the name "The Cat Cinderella" for curling up like a cat at the fire.

Our modern-day story owes a great deal to the French version of the tale which was called CINDERELLA AND THE GLASS, by Charles Perrault in 1697. This version introduced the characters of the step-mother and step-sisters. It also had Cinderella going to the royal ball wearing glass slippers. It is possible that Perrault misunderstood an older oral version of the tale, mistaking the word vair (fur) for verre (glass), for in those days it would have been nearly impossible to fashion a shoe from glass. In the 1800s The Brothers Grimm created a version of Cinderella which introduced the magical fairy godmother.

The Cinderella story that we know today is a combination of all of these versions.

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The story of Cinderella has been told in many ways. Here are a few versions for children that we recommend.

CHILDREN'S BOOKS

Climo, Shirley. *The Egyptian Cinderella*. (1989) Rhodopis, a Greek slave girl living in Egypt, is teased by the servants about her colouring. Eventually, one of her rosy-gold slippers is carried to the pharaoh's court. He searches for, and finds, the girl.

Step toe, John. *Mufaro's Beautiful Daughters*. (1987) Nyasha must put up with a nagging, bad-tempered sister. But when both girls are tested, Nyasha's kindness wins her the prince.

Martin, Rafe. *The Rough-Face Girl*. (1992) A young Indian girl, whose face and hands have been burnt from tending the fire, wishes to marry the Invisible Being. Tested by his sister, she alone of all the village maidens is found worthy. A beautiful, haunting retelling of a tale from the Algonquin Indian tradition.

Steel, Flora Annie. *Tattercoats: An Old English Tale*. (1976) Children will sympathize with Tattercoats. She is dressed in rags and reviled by the servants, with no friends but a goose herd. This is a satisfying old-fashioned fairy tale, with magic and meanness, a castle and king, a ball and beauty.

Louie, Ai-Ling. *Yeh-Shen: A Cinderella Story from China*. Here the hardworking and lovely girl befriends a fish, which is killed by her stepmother. Yeh-Shen saves the bones, which are magic, and they help her dress appropriately for a festival. When she loses her slipper after a fast exit, the king finds her and falls in love with her. This beautiful story is retold from one of the oldest Cinderella stories.

FILMS

Cinderella, an animated feature released on February 15, 1950, now considered one of Disney's classics. The film is the most popular version of the Cinderella story, with most people re-telling the Disney version as opposed to the original.

Ever After (1998), starring Drew Barrymore.

Cinderella (2015), the live-action reimagining of the 1950s animated classic. More than in the original, themes of being kind and brave, regardless of your circumstances are emphasized. **This is the version closest to the version used by Calliope Theatre Company.**

ON STAGE

Musical Theatre - *Cinderella* by Rodgers and Hammerstein was produced for television three times.

Opera - *La Cenerentola* by Gioacchino Rossini.

Ballet - *Cinderella* by Sergei Prokofiev.

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ACTIVITY #1 – Talk About the Story

- 1.) Go over the classic (but simplified) version of *CINDERELLA* with the children. Ask them to name the principal characters and what they are like (describe them). In Calliope Theatre’s version, the main characters are Ella (Cinderella), Grizelda and Dorcas (the ugly stepsisters), Ella’s father, the Fairy Godmother, and Prince Charming.
- 2.) *CINDERELLA* is a fairy tale. Ask your students about other fairy tales they know. Talk about imagination....what is real and what is make-believe.
- 3.) In *CINDERELLA*, the ugly stepsisters are cruel to Ella. Ask students how they feel when people are cruel to them.
- 4.) Ella works very hard. She does all the cleaning, cooking and domestic chores around the house. Ask students what chores they do at their home to help out. Talk about the value of hard work and what they learn from these jobs.
- 5.) Tell the students that the show they are going to see is a new version of *CINDERELLA*. Ask them to guess ways in which Calliope Theatre Company’s version might be the same as or different from the traditional version. After the show see how well they guessed!
- 6.) In our version of *CINDERELLA*, Ella misses her mother very much. When she misses her mother, she likes to dance. Dancing reminds Ella of her mother. Ask students what they do to feel happy when they miss family or friends.
- 5.) Magic and wishes are important in the story. In the play, Ella sings a song called ‘Make a Wish’. Ask children what three things they would wish for if they had a magical Fairy Godmother.

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VOCABULARY

The following is a list of some of the vocabulary from the play which teachers may choose to pre-teach before the performance although we hope much of it will be understood from the context within the performance.

THE FAMILY

Mother	Father	Son	Daughter
Husband	Wife	Brother	Sister
Stepmother	Stepfather	Stepson	Stepdaughter
Stepbrother	Stepsister	Godfather	Godmother

ROYAL TITLES

King	Queen	Duke	Duchess
Count	Countess	Prince	Princess

PEOPLE

A driver	A servant	Some guests
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CLOTHING

A dress	Two dresses	A shoe	A pair of shoes.
A glass slipper	A pair of glass slippers	A tiara	Two tiaras

ANIMALS

A mouse	Four mice	A bird	Two birds
A snake	Two snakes	A unicorn	Some unicorns

OBJECTS (*nouns*)

Pumpkin	Broom	Clothes	Floor
Cupboard	Ball (<i>party</i>)	Star	Invitation (<i>to the Ball</i>)
Cake	Lemonade	Flowers	

PLACES

The house	The kitchen	The garden	A bedroom
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ADJECTIVES

Brave	Strong	Lonely	Charming	Happy	Sad
Kind	Cruel	Dirty	Ugly	Clean	Exciting
Big	Small	Beautiful	Timid	Ugly	Amazing

VERBS

To clean	To cook	To wash	To sing	To dance	To patch (clothes)
To love	To wish	To marry	To try on (the slipper)		To sleep
To go (to the Ball)					

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ACTIVITY #2 – Vocabulary

Ask the students to look at the list of characters on the left and to match them to the descriptions on the right. Pre-teach any new vocabulary.

PEOPLE

1. Ella
2. Ella's father
3. Grizelda
4. Dorcas
5. The Fairy Godmother
6. Prince Charming

DESCRIPTIONS

- A) Ugly, cruel, and timid
- B) Young, charming, and nice
- C) Nice and kind, brave and strong
- D) Old, funny, and silly
- E) Loud, mean and horrible
- F) Magical, good and friendly

ANSWERS: 1 – C; 2 – D; 3 – E; 4 – A; 5 – F; 6 – B

ACTIVITY #3 – Vocabulary

Using the adjectives given in the list (above) of vocabulary and ask the students to complete the blanks in the following phrases using antonyms or opposite words.

1. Ella is very ___ but the stepsisters are very _____.
2. Prince Charming is very _____ but Father is very _____.
3. The Fairy godmother is very _____ but Grizelda is _____.
4. Dorcas is very _____ but Ella is very _____.

POSSIBLE ANSWERS: 1. kind, cruel; 2. young, old; 3. friendly, horrible; 4. timid, brave

ACTIVITY #4 – Vocabulary

When the Fairy Godmother helps Cinderella to go the Ball she uses her magic. She transforms or changes animals and objects into other things. Ask the students to look at the animals or objects on the left and to match them with the animals or objects on the right that they change into. Ask them to write complete sentences as in the example.

Example: 1. – D. The pumpkin changes into a coach.

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|----------------|---------------|
| 1. The Pumpkin | A. Unicorns |
| 2. The Birds | B. A Driver |
| 3. The Mice | C. Footmen |
| 4. The Snake | D. A Carriage |

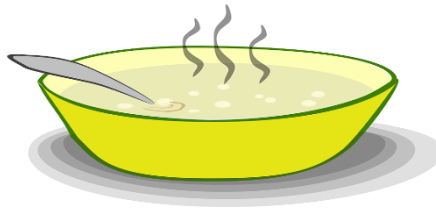
ANSWERS: 1 – D; 2 – C; 3 – A; 4 – B

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ACTIVITY #5 – VOCABULARY!

WORD SOUP

Ella is making a delicious Word Soup for dinner! Have students find the vocabulary words listed below in the puzzle.



A H P M E Y B U S N A K E R R
M L I U R C N I S O K Z E O E
A C L I M I N K R K N H R U T
E G A E C P L I W D T S E M S
L F M O R E K L R O S L H U I
V Z R B Q E O I M P S I T G S
M N P A E J D D N X E P A I P
E C A L A P O N O T Q P F Y E
A Q N L E G X L I X P E B W T
C H A R M I N G A C K R L N S

BALL BIRDS CHARMING CINDERELLA
FAIRY FATHER GODMOTHER MICE
PALACE PRINCE PUMPKIN SLIPPER
 SNAKE STEPSISTER UNICORN



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ACTIVITY #6 – Lets Sing!

During the show, Ella will sing two songs with the children!

1.) Teach students the song “The Wheels on the Bus.” In our version, it is called “The Friends in My House.” The song will have the four mice, two birds and a snake. The Birds will “cheep” (the sound a bird makes), the mice will “scritch” (another way to say scratch, like when a mouse makes a scratching sound on the floor), and the snake will “ssuss” (a sound like a snake’s hiss). You can find Calliope Theatre Company’s version, with lyrics and instrumental, on our website, <https://www.calliopetheatrecompany.pt/cinderella>

‘THE FRIENDS IN MY HOUSE’

The Animals in My House Song – to The Wheels on the Bus

The birds in my house go cheep cheep cheep,
They sweep and sweep,
Cheep cheep cheep
The birds in my house go cheep cheep cheep
All day long.

The mice in my house go scritch scritch scrtch;
They stitch and stitch,
Scritch Scritch Scritch
The mice in my house go scritch scritch scritch
all day long.

The snake in my house goes ssuss ssuss ssuss;
He dusts and dusts;
ssuss ssuss ssuss
The snake in my house goes ssuss ssuss ssuss
All day long.

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2.) The next song is called “Make a Wish.” This song is about believing in magic and fairies, and wishing on a star to make your dreams come true! Ella sings this song when she is lonely and dreaming about going to the ball. You can find Calliope Theatre’s version, with lyrics and instrumental, on our website, <https://www.calliopetheatrecompany.pt/cinderella>

‘MAKE A WISH’

Make a wish; dreams can come true!
Just believe enough, that’s all you do.

A fairy’s kiss on your cheek at night,
It happens when you wish upon the starlight.

So believe in magic; dreams can come true!
Just make a wish that’s what you do.

A fairy’s kiss on your cheek at night,
It happens when you wish upon the starlight.

So make a wish tonight, dreams can come true!
Just believe enough, that’s all you do!



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ACTIVITY #7 – True or False?

The following *true or false* questions can be used before the show as pre-performance activity (where students try and predict the answers) or as a post-performance activity where the students give answers based upon what they have seen in the show.

- 1.) When the play starts, Ella is very sad.
- 2.) Ella's father is funny.
- 3.) The Prince's name is Cinderella.
- 4.) Grizelda and Dorcas are Ella sisters.
- 5.) Grizelda and Dorcas are cruel to Ella.
- 6.) The stepsisters make Ella sleep by the fireplace.
- 7.) In total, three children from our school change into animals.
- 8.) Ella gets the pumpkin from the kitchen.
- 9.) The Prince likes to dance.
- 10.) Ella must leave the Ball at 10 o'clock.
- 11.) Dorcas dances with the Prince.
- 12.) The Prince is in love with a mysterious woman.

ANSWERS: 1 – T; 2 – T; 3 – F (*His name is Charming*); 4 – F (*They are her stepsisters.*);
5 – T; 6 – T; 7- F (*The answer is 7.*); 8 – F (*She gets it from the garden.*); 9 – T;
10- F (*Ella must leave at midnight.*); 11 – F (*He dances with Grizelda*); 12 – T

ACTIVITY #8 – What Did They Say?

Ask the students to match the characters to the expressions that they often use.

CHARACTER

1. Dorcas
2. Grizelda
3. The Fairy Godmother
4. Ella's Father

EXPRESSION

- a. "Let me see... A-ha!"
- b. "EW!"
- c. "How exciting! How amazing!"
- d. "YEAH!"

ANSWERS: 1 – d; 2 – b; 3 – a; 4 – c

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ACTIVITY #9 – Magical Mathematics!

Photocopy this sheet and after the show ask students to fill in the numbers in the blanks. After they have filled in all the numbers ask them to add them up.

1.) How many stepsisters does Ella have? _____

2.) How many mice are there? _____

3.) How many birds are there? _____

4.) How many snakes are there? _____

5.) How many people try on the glass slipper? _____

TOTAL _____

Bonus Question!

6.) How many toes try on the glass slipper? _____

ANSWERS: 1) 2; 2) 4; 3) 2; 4) 1; 5) 2 (*only Ella and Grizelda; Grizelda only pretends to be Dorcas*)

TOTAL- 11

Bonus Question – 10 (*two people try on the glass slipper, i.e. 2 feet X 5 toes = 10*)



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ACTIVITY #10 – Connect the Dots!

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A Unicorn is a mythical creature. Ask the students what other mythical creatures they know? (examples: Loch Ness Monster, a Yeti, etc.) For fun, ask the students to create their own mythical creature!

About the Artists



Mariana Mourato (*Ella, called Cinderella*) Mariana studied acting in New York City at the Stella Adler Studio and graduated in 2020. She has worked extensively with the Lisbon Players Theatre Company and acted in film and TV productions, including an episode of the German TV series *Bella Block*. Her stage performances include Miranda in Shakespeare's *The Tempest*, Helena in Shakespeare's *A Midsummer Night's Dream*, and Miss Casewell in Agatha Christie's *The Mousetrap*. Mariana is really looking forward to her second year working with the Calliope Theatre Company.



Meg Thurin (*Grizelda, Fairy Godmother*) graduated from John Cabot University with a Bachelor of Arts and received her postgraduate degree from the Istituto Arte Artiginato e Restauro, Rome, Italy. Since moving to Portugal in 2009, Meg has worked with Avalon Theatre Company, participated in various voice-over projects and has performed in a TV sitcom pilot filmed in Lisbon. Most recently, Meg became the featured voice for iClio's - JiTT Travel app guides for many major cities in Europe. Meg is a co-founder of Calliope Theatre Company.



Matthew Lloyd (*Father, Dorcas, Prince Charming*) In his work with The Ferndown Drama Group, Huntington Drama Group, Chesil Theatre and the Royal Navy Theatre Association, Matthew has acted in a variety of full-length works including pantomimes and dramatic plays such as *Wind in the Willows* (Toad) and *Pygmalion*. Matthew has directed such works as *The Anniversary* and *Steel Magnolias* and has served as Stage Manager for a variety of theatre companies. Matthew has an MBA from Cranfield School of Management. After his 17 years in the British Royal Navy (including time spent with NATO, Portugal), Matthew moved permanently to Cascais. Matthew is a co-founder of Calliope Theatre Company.