

# Instructional Methods, Strategies, and Activities

## **Activity Book**

**HGLN 341  
Learning Environments**

**Teaching and Learning Social Studies**

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**Social Studies Discipline Project: Activities 1, 2, 3, 4, 5, 6 (history only), 13, 15, 16, 17, 21**

### **1. Activating Learning**

**Concept Mapping--** Social Studies Discipline Project: Groups will develop a concept map for their discipline, and, for all disciplines except history, they will develop concept maps for each of the concepts related to their assigned social studies discipline (Limit 10 maps) (See concepts for each discipline in text pp. 86-97; examples of concept maps p. 129)

How can you use this in your classroom?

Reflection—What “I Learned”

### **2. Activating Learning**

**Concept Mapping--** Social Studies Discipline Project: One social studies discipline will be assigned to each pair or trio of students. Teams will design a concept map for their “conception” of their project (map the activities to include in their "Project")

How can you use this in your classroom?

Reflection—What “I Learned”

### 3. Projects

**Materials: Internet and other sources (investigation)**

**Project approach: Social Studies Fair**— Complete a “historical research” method of inquiry to compile information related to your social studies discipline using primary and secondary sources including the internet. It is required that you complete a project board display, a fact sheet, a readers’ theatre script or song lyrics, and a presentation. Additionally, you may want to develop a documentary or video. *Many of the other activities in the packet relate to this Social Studies Fair project.*

**4. Small Group Work: Social Studies Fair and Discipline Project:** Work in pairs to research, design, and develop Project Display and Presentation. Plan how you will present your learning to your peers during the “Social Studies Fair.”

How can you use this in your classroom?

Reflection—What “I Learned”

## 5. Guided Discovery

### **Materials: Social Studies Discipline Team Project Materials**

**Learning Centers-- Social Studies Fair:** During the last week of class, social studies discipline teams will display their materials and resources in the room. Peers will do a “rotating review” of displays. You may want to have an engaging “task” to direct the learning of your peers while they are visiting your area.

How can you use this in your classroom?

Reflection—What “I Learned”

## 6. Guided Discovery

### **Material: Internet and other sources (investigation)**

**Discovery Learning-- Social Studies Discipline Project:** If your social studies discipline is history, use primary and secondary resources including the internet to develop a history timeline that includes significant national and world historical events and historical figures.

How can you use this in your classroom?

Reflection—What “I Learned”

## 7. Guided Discovery

**Material: Internet (investigation)**

**Discovery Learning—Timeline of My Life:** Think back to your younger years or speak with friends and relatives and create a timeline that includes "highlights" in your personal life for each year. Research other sources for national or world events occurring during your lifetime and include them on your timeline.

How can you use this in your classroom?

Reflection—What “I Learned”

## 8. Guided Discovery

**Materials Needed: Poster boards with 16 section grid drawn on it for each team; copies of a map for each person or team**

**Discovery Learning—Map Scales:** Draw the map on the poster board, changing the scale of the map using the mathematical method (grid on poster board) p. 290

How can you use this in your classroom?

Reflection—What “I Learned”

## 9. Guided Discovery

**Material: Children’s Story or Book**

Discovery Learning--Maps: Draw a map of a story scene (*Little Red Riding Hood*, p. 297)

How can you use this in your classroom?

Reflection—What “I Learned”

## 10. Guided Discovery

**Discovery Learning— Map Drawing:** Using your “mental map,” create a written map from your home to campus (best, shortest, and safest routes) p. 301

How can you use this in your classroom?

Reflection—What “I Learned”



### 11. Guided Discovery

**Materials:** Blue balloon AND a photocopy of p. 298 for each pair of students, glue, scissors  
**Discovery Learning-- Maps:** Cut out the continents on the photocopy of p. 298; blow up your balloon; glue the continents on your balloon (look at a map to do this!) (“A World Globe Activity,” p. 297)

How can you use this in your classroom?

Reflection—What “I Learned”

### 12. Guided Discovery

**Materials:** Tennis ball or softball and a ½ piece of paper for each person, scissors, tape, pencils

**Discovery Learning-- Map Making:** Using paper and a tennis ball, make a world globe. Indicate the equator, the Tropic of Cancer and the Tropic of Capricorn, and the North and South Poles (Sample Lesson 11.3, p. 313)

How can you use this in your classroom?

Reflection—What “I Learned”

### **13. Problem Solving**

**Cooperative learning-- Social Studies Discipline Project:** The class will cover the social studies content information using Jigsaw. Teams will be assigned to each social studies discipline, and team members will research their area and become the “experts” for their discipline. During the Social Studies Fair, the experts will share their knowledge and understanding with their peers.

How can you use this in your classroom?

Reflection—What “I Learned”

### **14. Problem Solving**

**Materials: 2 Related but Different Stories (Stories pp. 22-29)**

**Independent study—Culture Comparison:** Compare culture of characters in related stories. Compare things such as customs, clothing, play, food, work, shelter, religion, technology, and childrearing. (Cinderella) (Follow procedures for Sample Lesson 13.1, pp. 358-359)

How can you use this in your classroom?

Reflection—What “I Learned”

### **15. Exposition and Direct Instruction**

**Direct instruction-- Social Studies Discipline Project:** The social studies discipline teams will share and present information about their topic to their peers during the Social Studies Fair. (Project display board, videos, audios, fact sheet)

How can you use this in your classroom?

Reflection—What “I Learned”

### **16. Exposition and Direct Instruction**

**Whole-group discussion-- Social Studies Discipline Project:** Social Studies discipline teams will lead a discussion of their concepts and activities during the Social Studies Fair.

How can you use this in your classroom?

Reflection—What “I Learned”

### 17. Games

**Play—Academic Games:** Teams will prepare and lead the class in playing a learning game such as Jeopardy, Pyramid, Password, etc.

How can you use this in your classroom?

Reflection—What “I Learned”

### 18. Games

**Material: Internet access (investigation)**

**Play—Cultural Specific Games:** Learners will investigate a variety of resources to find games played by previous generations or in other countries. They will discuss and/or lead the class in playing the game. (LINKED TO Activity # 27)

How can you use this in your classroom?

Reflection—What “I Learned”

## 19. Situations and Receptions

**Materials: Internet (investigation), “culture” role cards (pp. 30-31)**

**Inquiry method (research)-- Historical Method:** Research the daily life of the 2 people described on your "culture" role cards (food, shelter, language, religion, art, beliefs, games, entertainment, family structure, job, etc.); You will be interviewed by your peers

Examples of role cards:

- 18 year old black male in Africa in 1850
- 18 year old white male in England in 1850
- 18 year old white female in Greeneville in 1850
- 18 year old white male in Greeneville in 1850
- 18 year old black male in Greeneville in 1850
- 18 year old black female in Greeneville in 1850
- 45 year old white female in Boston in 1850
- 45 year old white male in Boston in 1850
- 45 year old black male in Boston in 1850
- 45 year old black female in Boston in 1850
- 18 year old black male in Africa in 1868
- 18 year old white male in England in 1868
- 20 year old white female in Nashville in 1868
- 20 year old white male in Nashville in 1868
- 20 year old black female in Nashville in 1868
- 20 year old black male in Nashville in 1868
- 18 year old black male in Africa in 1961
- 18 year old white male in England in 1961
- 20 year old white female in Atlanta in 1961
- 20 year old white male in Atlanta in 1961
- 20 year old black female in Atlanta in 1961
- 20 year old black male in Atlanta in 1961
- 20 year old black female in New York City in 2011
- 20 year old white female in New York City in 2011
- 20 year old white male in San Francisco in 2011
- 20 year old black male in San Francisco in 2011

How can you use this in your classroom?

Reflection—What “I Learned”

## **20. Situations and Receptions**

**Materials: Internet or history resource books (investigation)**

**Cooperative learning-- Role Play:** Select a historical event and work with a team to role play the event for your peers. (may be scripted)

How can you use this in your classroom?

Reflection—What “I Learned”

## **21. Situations and Receptions**

**Materials: Internet, children’s book, story book, or other source of stories about history (investigation)**

**Discovery learning—Reader’s Theatre:** Teams will write a Reader's Theatre Script or Song Lyric for a Concept or Event

How can you use this in your classroom?

Reflection—What “I Learned”

## 22. Situations and Receptions

**Materials:** Road map, ruler

**Discovery learning—Road Maps:** Using a road map, plan a trip of 1000-1200 miles that includes at least 3 places of interest (pp. 312-313)

How can you use this in your classroom?

Reflection—What “I Learned”

## 23. Situations and Receptions

**Materials:** Access to Oregon Trail (<http://oregontrail.org>) (free 10 day trial)

**Discovery learning-- Simulation:** Learner individually or in small groups will play the simulation game Oregon Trail

How can you use this in your classroom?

Reflection—What “I Learned”

## **24. Investigations**

**Inquiry method (research)-- Survey Method:** Develop a questionnaire for peers; administer, compile, and summarize findings (topic is open-ended)

How can you use this in your classroom?

Reflection—What “I Learned”

## **25. Investigations**

**Inquiry method (research)-- Interview Method:** Interview someone 75 or older. Discuss and record changes in his or her life/culture during his or her lifetime. Compare and contrast the stages in his or her life. Prepare an oral report to present to the class. (Class will compare and contrast what is reported by individuals)

How can you use this in your classroom?

Reflection—What “I Learned”



## 26. Investigations

**Materials: Internet and/or old newspapers from years past (may be found in libraries) (investigation)**

**Inquiry method (research)-- Historical Method:** Research and record information about the day you were born ( pp. 327 & 330). Compare and contrast what was in the news on your birth day with news in a current newspaper

How can you use this in your classroom?

Reflection—What “I Learned”

## 27. Investigations

**Materials: Internet or other sources**

**Inquiry method (research)-- Historical Method:** Conduct research to find games played in the US by previous generations or those played in other countries. (*Related to activity discussed in “Games” and “Play” section*) (LINKED to Activity #18)

How can you use this in your classroom?

Reflection—What “I Learned”

## 28. Investigations

**Materials: A nickel for each class member**

**Inquiry method (research)-- Historical Method:** Examination of coin. Follow the procedures discussed in Sample Lesson 9.1 (pp. 250-251).

How can you use this in your classroom?

Reflection—What “I Learned”

## 29. Investigations

**Materials: Internet and a world map (maybe chocolate bars too)**

**Cooperative learning-- Geography:** Students will investigate to determine where in the world each ingredient for a chocolate bar comes from:

|              |       |           |              |
|--------------|-------|-----------|--------------|
| Sugar        | Milk  | Chocolate | Soybeans     |
| Almonds      | Cacao | Vanilla   | Cocoa Butter |
| Wrapper too! |       |           |              |

Plot the products on the map, pictorially representing each product.

Team members can report on each product to the class, as well as on how the products get from the field to the factory and how the candy bars are made at the factory. Finally, tell how the candy bars get to the store where they can be bought.

(Chocolate Bar Activity p. 303)

How can you use this in your classroom?

Reflection—What “I Learned”

### **30. Investigations**

**Materials: Discovery learning-- Geography:** Develop a Prezi presentation for one of the United States. Present it to the class.

How can you use this in your classroom?

Reflection—What “I Learned”

### **31. Investigations**

**Independent study-- Family Tree:** Develop a family tree tracing back several generations in your family. Note the countries from which your ancestors came if you can.  
(Explorations #4 p. 64)

How can you use this in your classroom?

Reflection—What “I Learned”

### 32. Investigations

**Independent study—Illustrating:** Draw a scene depicting the "situation" for the lives of the two people on "culture" role cards (*See "Situations and Recreations" ...inquiry activity*)

How can you use this in your classroom?

Reflection—What "I Learned"

### 33. All Methods

**Integration strategies** such as reading and writing across the curriculum—Develop a Facebook page for a historical figure

How can you use this in your classroom?

Reflection—What "I Learned"

### **34. All Methods**

**Integration strategies** such as reading and writing across the curriculum-- Write an informal "history" of your life or of someone else (autobiography or biography)

How can you use this in your classroom?

Reflection—What “I Learned”

## The Egyptian Cinderella

<http://www.aldokkan.com/art/cinderella.htm>

The Egyptian version of Cinderella where her name is Rhodopis is considered the oldest version of the story, the [literature](#) was first recorded by the Roman historian Strabo in the first century BC.

Long ago in the Ancient land of Egypt where the green water of the [Nile](#) River flows into the blue water of the Mediterranean Sea lived a young maiden named Rhodopis, she born in Greece but was kidnapped by pirates and carried down into Egypt where she was sold into [slavery](#). Her owner turned out to be a kind old man who spent most of his time under a tree sleeping. Because of this he never saw how the other girls in the [house](#), all servant girls, taunted and teased her because she looked differently from them. Their hair was straight and black while hers was golden and curly. They had brown eyes and she had green. Their skin had the glow of [Copper](#), but she had pale skin that burned easily in the sun causing them to call her Rosy Rhodopis. They also made her work hard shouting at her all day, "Go to the river and wash the [clothes](#)," "Mend my robe," "Chase the geese from the garden,": "Bake the bread." Now she had no friends only the animals. She had trained the birds to eat from her hand, a monkey to sit on her shoulder, and the old hippopotamus would slide up on the bank out of the mud to be closer to her. At the end of the day if she wasn't too tired she would go down to the river to be with her animal friends and if she had any energy left from the hard day's work she would dance and sing for them.

One evening as she was dancing, twirling around lighter than air with her feet barely touching the ground, the old man woke from his sleep and watched as she danced. He admired her dancing and felt that one so talented should not be without shoes. He ordered her a special pair of slippers. The shoes were gilded with rose-red [gold](#) and the soles were [leather](#). Now the servant girls really disliked her for they were jealous of her beautiful slippers.

Word arrived that the Pharaoh was holding court in [Memphis](#) and all in the kingdom were invited. Oh how she wanted to go with the servant girls. For she knew there would be dancing, singing, and lots of wonderful [food](#). As the servant girls prepared to leave in their finest [clothes](#) they turned to her and gave her more chores to do before they returned. They poled their raft away leaving a sad girl on the bank. As she began to wash the [clothes](#) in the river she sang a sad little song--"wash the linen, weed the garden, grind the grain." The hippopotamus grew tired of this little song and splashed back into the river. The splashing of the water wet her slippers. She quickly grabbed them up, wiped it off and placed them in the sun to dry. As she was continuing with her chores the sky darkened and as she looked up she saw a falcon sweep down, snatch one of her slippers, and fly away. Rhodopis was in awe for she knew it was [Horus](#) who had taken her shoe. Rhodopis now with only one slipper put it away in her tunic.

Now the Pharaoh, [Ahmose 1](#), Pharaoh of upper and lower Egypt was sitting on his throne looking out over the people and feeling very bored. He much preferred to be riding across the desert in his chariot. Suddenly the falcon swooped down and dropped the rose-red golden slipper in his lap. Surprised but knowing this was a sign from [Horus](#) he sent out a decree that all maidens in Egypt must try on the slipper, and the owner of the slipper would be his queen. By the time the servant girls arrived the celebrations had ended and the Pharaoh had left by chariot in search of

the owner of the golden slipper. After searching on land and not finding the owner he called for his barge and began to travel the [Nile](#) pulling into every landing so maidens could try on the slipper. As the barge rounded the bend in front of the home of Rhodopis all heard the sounds of the gong, the trumpets blaring, and saw the purple silk sails. The servant girls ran to the landing to try on the shoe while she hid in the rushes. When the servant girls saw the shoe they recognized it as Rhodopis's slipper but they said nothing and still tried to force their feet into the slipper. The Pharaoh spied her hiding in the rushes and asked her to try on the slipper. She slid her tiny foot into the slipper and then pulled the other from her tunic. The Pharaoh pronounced that she would be his queen. The servant girls cried out that she was a [slave](#) and not even Egyptian. The Pharaoh responded with "She is the most Egyptian of all...for her eyes are as green as the [Nile](#), her fair as feathery as [papyrus](#), and her skin the pink of a [lotus](#) flower."

# Cinderella

Jacob and Wilhelm Grimm

A rich man's wife became sick, and when she felt that her end was drawing near, she called her only daughter to her bedside and said, "Dear child, remain pious and good, and then our dear God will always protect you, and I will look down on you from heaven and be near you." With this she closed her eyes and died.

The girl went out to her mother's grave every day and wept, and she remained pious and good. When winter came the snow spread a white cloth over the grave, and when the spring sun had removed it again, the man took himself another wife.

This wife brought two daughters into the house with her. They were beautiful, with fair faces, but evil and dark hearts. Times soon grew very bad for the poor stepchild.

"Why should that stupid goose sit in the parlor with us?" they said. "If she wants to eat bread, then she will have to earn it. Out with this kitchen maid!"

They took her beautiful clothes away from her, dressed her in an old gray smock, and gave her wooden shoes. "Just look at the proud princess! How decked out she is!" they shouted and laughed as they led her into the kitchen.

There she had to do hard work from morning until evening, get up before daybreak, carry water, make the fires, cook, and wash. Besides this, the sisters did everything imaginable to hurt her. They made fun of her, scattered peas and lentils into the ashes for her, so that she had to sit and pick them out again. In the evening when she had worked herself weary, there was no bed for her. Instead she had to sleep by the hearth in the ashes. And because she always looked dusty and dirty, they called her Cinderella.

One day it happened that the father was going to the fair, and he asked his two stepdaughters what he should bring back for them.

"Beautiful dresses," said the one.

"Pearls and jewels," said the other.

"And you, Cinderella," he said, "what do you want?"

"Father, break off for me the first twig that brushes against your hat on your way home."

So he bought beautiful dresses, pearls, and jewels for his two stepdaughters. On his way home, as he was riding through a green thicket, a hazel twig brushed against him and knocked off his hat. Then he broke off the twig and took it with him. Arriving home, he gave his stepdaughters the things that they had asked for, and he gave Cinderella the twig from the hazel bush.



Cinderella thanked him, went to her mother's grave, and planted the branch on it, and she wept so much that her tears fell upon it and watered it. It grew and became a beautiful tree.

Cinderella went to this tree three times every day, and beneath it she wept and prayed. A white bird came to the tree every time, and whenever she expressed a wish, the bird would throw down to her what she had wished for.

Now it happened that the king proclaimed a festival that was to last three days. All the beautiful young girls in the land were invited, so that his son could select a bride for himself. When the two stepsisters heard that they too had been invited, they were in high spirits.

They called Cinderella, saying, "Comb our hair for us. Brush our shoes and fasten our buckles. We are going to the festival at the king's castle."

Cinderella obeyed, but wept, because she too would have liked to go to the dance with them. She begged her stepmother to allow her to go.

"You, Cinderella?" she said. "You, all covered with dust and dirt, and you want to go to the festival?. You have neither clothes nor shoes, and yet you want to dance!"

However, because Cinderella kept asking, the stepmother finally said, "I have scattered a bowl of lentils into the ashes for you. If you can pick them out again in two hours, then you may go with us."

The girl went through the back door into the garden, and called out, "You tame pigeons, you turtledoves, and all you birds beneath the sky, come and help me to gather:

The good ones go into the pot,  
The bad ones go into your crop."

Two white pigeons came in through the kitchen window, and then the turtledoves, and finally all the birds beneath the sky came whirring and swarming in, and lit around the ashes. The pigeons nodded their heads and began to pick, pick, pick, pick. And the others also began to pick, pick, pick, pick. They gathered all the good grains into the bowl. Hardly one hour had passed before they were finished, and they all flew out again.

The girl took the bowl to her stepmother, and was happy, thinking that now she would be allowed to go to the festival with them.

But the stepmother said, "No, Cinderella, you have no clothes, and you don't know how to dance. Everyone would only laugh at you."

Cinderella began to cry, and then the stepmother said, "You may go if you are able to pick two bowls of lentils out of the ashes for me in one hour," thinking to herself, "She will never be able to do that."

The girl went through the back door into the garden, and called out, "You tame pigeons, you turtledoves, and all you birds beneath the sky, come and help me to gather:

The good ones go into the pot,  
The bad ones go into your crop."

Two white pigeons came in through the kitchen window, and then the turtledoves, and finally all the birds beneath the sky came whirring and swarming in, and lit around the ashes. The pigeons nodded their heads and began to pick, pick, pick, pick. And the others also began to pick, pick, pick, pick. They gathered all the good grains into the bowls. Before a half hour had passed they were finished, and they all flew out again.

The girl took the bowls to her stepmother, and was happy, thinking that now she would be allowed to go to the festival with them.

But the stepmother said, "It's no use. You are not coming with us, for you have no clothes, and you don't know how to dance. We would be ashamed of you." With this she turned her back on Cinderella, and hurried away with her two proud daughters.

Now that no one else was at home, Cinderella went to her mother's grave beneath the hazel tree, and cried out:

Shake and quiver, little tree,  
Throw gold and silver down to me.

Then the bird threw a gold and silver dress down to her, and slippers embroidered with silk and silver. She quickly put on the dress and went to the festival.

Her stepsisters and her stepmother did not recognize her. They thought she must be a foreign princess, for she looked so beautiful in the golden dress. They never once thought it was Cinderella, for they thought that she was sitting at home in the dirt, looking for lentils in the ashes.

The prince approached her, took her by the hand, and danced with her. Furthermore, he would dance with no one else. He never let go of her hand, and whenever anyone else came and asked her to dance, he would say, "She is my dance partner."

She danced until evening, and then she wanted to go home. But the prince said, "I will go along and escort you," for he wanted to see to whom the beautiful girl belonged. However, she eluded him and jumped into the pigeon coop. The prince waited until her father came, and then he told him that the unknown girl had jumped into the pigeon coop.

The old man thought, "Could it be Cinderella?"

He had them bring him an ax and a pick so that he could break the pigeon coop apart, but no one was inside. When they got home Cinderella was lying in the ashes, dressed in her dirty clothes. A dim little oil-lamp was burning in the fireplace. Cinderella had quickly jumped down from the back of the pigeon coop and had run to the hazel tree. There she had taken off her beautiful

clothes and laid them on the grave, and the bird had taken them away again. Then, dressed in her gray smock, she had returned to the ashes in the kitchen.

The next day when the festival began anew, and her parents and her stepsisters had gone again, Cinderella went to the hazel tree and said:

Shake and quiver, little tree,  
Throw gold and silver down to me.

Then the bird threw down an even more magnificent dress than on the preceding day. When Cinderella appeared at the festival in this dress, everyone was astonished at her beauty. The prince had waited until she came, then immediately took her by the hand, and danced only with her. When others came and asked her to dance with them, he said, "She is my dance partner."

When evening came she wanted to leave, and the prince followed her, wanting to see into which house she went. But she ran away from him and into the garden behind the house. A beautiful tall tree stood there, on which hung the most magnificent pears. She climbed as nimbly as a squirrel into the branches, and the prince did not know where she had gone. He waited until her father came, then said to him, "The unknown girl has eluded me, and I believe she has climbed up the pear tree.

The father thought, "Could it be Cinderella?" He had an ax brought to him and cut down the tree, but no one was in it. When they came to the kitchen, Cinderella was lying there in the ashes as usual, for she had jumped down from the other side of the tree, had taken the beautiful dress back to the bird in the hazel tree, and had put on her gray smock.

On the third day, when her parents and sisters had gone away, Cinderella went again to her mother's grave and said to the tree:

Shake and quiver, little tree,  
Throw gold and silver down to me.

This time the bird threw down to her a dress that was more splendid and magnificent than any she had yet had, and the slippers were of pure gold. When she arrived at the festival in this dress, everyone was so astonished that they did not know what to say. The prince danced only with her, and whenever anyone else asked her to dance, he would say, "She is my dance partner."

When evening came Cinderella wanted to leave, and the prince tried to escort her, but she ran away from him so quickly that he could not follow her. The prince, however, had set a trap. He had had the entire stairway smeared with pitch. When she ran down the stairs, her left slipper stuck in the pitch. The prince picked it up. It was small and dainty, and of pure gold.

The next morning, he went with it to the man, and said to him, "No one shall be my wife except for the one whose foot fits this golden shoe."

The two sisters were happy to hear this, for they had pretty feet. With her mother standing by, the older one took the shoe into her bedroom to try it on. She could not get her big toe into it, for

the shoe was too small for her. Then her mother gave her a knife and said, "Cut off your toe. When you are queen you will no longer have to go on foot."

The girl cut off her toe, forced her foot into the shoe, swallowed the pain, and went out to the prince. He took her on his horse as his bride and rode away with her. However, they had to ride past the grave, and there, on the hazel tree, sat the two pigeons, crying out:

Rook di goo, rook di goo!  
There's blood in the shoe.  
The shoe is too tight,  
This bride is not right!

Then he looked at her foot and saw how the blood was running from it. He turned his horse around and took the false bride home again, saying that she was not the right one, and that the other sister should try on the shoe. She went into her bedroom, and got her toes into the shoe all right, but her heel was too large.

Then her mother gave her a knife, and said, "Cut a piece off your heel. When you are queen you will no longer have to go on foot."

The girl cut a piece off her heel, forced her foot into the shoe, swallowed the pain, and went out to the prince. He took her on his horse as his bride and rode away with her. When they passed the hazel tree, the two pigeons were sitting in it, and they cried out:

Rook di goo, rook di goo!  
There's blood in the shoe.  
The shoe is too tight,  
This bride is not right!

He looked down at her foot and saw how the blood was running out of her shoe, and how it had stained her white stocking all red. Then he turned his horse around and took the false bride home again.

"This is not the right one, either," he said. "Don't you have another daughter?"

"No," said the man. "There is only a deformed little Cinderella from my first wife, but she cannot possibly be the bride."

The prince told him to send her to him, but the mother answered, "Oh, no, she is much too dirty. She cannot be seen."

But the prince insisted on it, and they had to call Cinderella. She first washed her hands and face clean, and then went and bowed down before the prince, who gave her the golden shoe. She sat down on a stool, pulled her foot out of the heavy wooden shoe, and put it into the slipper, and it fitted her perfectly.

When she stood up the prince looked into her face, and he recognized the beautiful girl who had danced with him. He cried out, "She is my true bride."

The stepmother and the two sisters were horrified and turned pale with anger. The prince, however, took Cinderella onto his horse and rode away with her. As they passed by the hazel tree, the two white pigeons cried out:

Rook di goo, rook di goo!  
No blood's in the shoe.  
The shoe's not too tight,  
This bride is right!

After they had cried this out, they both flew down and lit on Cinderella's shoulders, one on the right, the other on the left, and remained sitting there.

When the wedding with the prince was to be held, the two false sisters came, wanting to gain favor with Cinderella and to share her good fortune. When the bridal couple walked into the church, the older sister walked on their right side and the younger on their left side, and the pigeons pecked out one eye from each of them. Afterwards, as they came out of the church, the older one was on the left side, and the younger one on the right side, and then the pigeons pecked out the other eye from each of them. And thus, for their wickedness and falsehood, they were punished with blindness as long as they lived.

Role Cards

18 year old black male in Africa in 1850

18 year old white male in England in 1850

18 year old white female in Greeneville in 1850

18 year old white male in Greeneville in 1850

18 year old black male in Greeneville in 1850

18 year old black female in Greeneville in 1850

45 year old white female in Boston in 1850

45 year old white male in Boston in 1850

45 year old black male in Boston in 1850

45 year old black female in Boston in 1850

18 year old black male in Africa in 1868

18 year old white male in England in 1868

20 year old white female in Nashville in 1868

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| 20 year old white male in Nashville in 1868       |
| 20 year old black female in Nashville in 1868     |
| 20 year old black male in Nashville in 1868       |
| 18 year old black male in Africa in 1961          |
| 18 year old white male in England in 1961         |
| 20 year old white female in Atlanta in 1961       |
| 20 year old white male in Atlanta in 1961         |
| 20 year old black female in Atlanta in 1961       |
| 20 year old black male in Atlanta in 1961         |
| 20 year old black female in New York City in 2011 |
| 20 year old white female in New York City in 2011 |
| 20 year old white male in San Francisco in 2011   |
| 20 year old black male in San Francisco in 2011   |