



POINT OF VIEW LESSON PLAN

Created for use in your classroom after seeing
Cinderella: A Salsa Fairy Tale at The Coterie

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Based on curriculum created by Amanda Kibler and Annette Dauster

Common Core Literature Standards:

CCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

Materials Included:

- Selected passage from *Cinderella: A Salsa Fairy*

Student Objectives:

1. Students will be able to actively explore the point of view of multiple characters from *Cinderella: A Salsa Fairy*
2. Students will be able to create point of view memoirs for one character based on a moment from *Cinderella: A Salsa Fairy*
3. Students will be able to collaborate to recreate key moments from the play.

Assessments:

- Memoir: Students will write an individual memoir that exemplifies how point of view shapes content and style.
- Collaborative discussion: Students will compare and contrast multiple points of view and its effect on story.

Lesson:

Introduction

- *Guided Imagery (5-10 minutes)*: In their desks, ask students to recall this moment from *Cinderella: A Salsa Fairy* as you read the attached selection aloud (Appendix A).

Reflection Questions: Who are the characters involved in this moment?
Urge students to think of characters who are present and not present

during this scene. Where are they and what are they doing during this moment? How do they feel about what happened?

- Tableaus (15-20 minutes): Divide students into small groups of 4-5 and ask them to create three tableaus describing that moment: beginning, middle, and end.

**Tableaus are still and silent pictures students create with their bodies.*

Building Activities

- Point-of-View Memoir (15-20 minutes): Students will now work individually. Each student chooses one of the characters to explore. They then write what happened from the point-of-view of that character.
 - *Teacher Note: If you want to narrow down the available characters for this activity to two or three, you can.*
- Partner Share (5-10 minutes): After finishing the allotted time for individual character memoirs, ask students to find a partner who chose a different character. Students will read their memoir to their partner.

As one partner reads, ask the other partner to reflect on how the story is different from the one they told. Give time for each partner to share their memoirs.

Wrap-up

- Collaborative Discussion(10-20 minutes): Bring the class together and have them sit in groups by the character they chose, so all Cinderella characters would sit together, etc.
 - What differences did you find in your partner's memoir versus your memoir?
 - What similarities did you find?
 - How did that affect your take on the story?

Keep the collaborative discussion going by asking if students within each character group how their take was similar and different from the others in their group.

- Where did you get a different perspective?
- Why did you choose that idea?
- How did it change your version of the story?

APPENDIX A

CINDERELLA. Rosa?

ROSA (does the "speak-to-the-hand" movement). Yo, don't even go there.

CINDERELLA Buena suerte.

ROSA I don't need luck, because I'm surely, definitely, absolutely going to win. (To herself.)
Kinda sorta.

(PADRINO enters disguised as Coach Prince, dressed in sweats and talking like Howard Cosell)

PADRINO. It's three o'clock and welcome to the Sooper Dooper Eastern Western Division Bal Game tryouts. I am Coach Prince, the biggest, baddest, bestest coach in all the land. And I'm here to find players with smarts and tenacity who care about basketball...who are con-tenders! Who are the best! Are there any players like that here?

CINDERELLA. Si!

ROSA. Yes!

(ENTER a spirited JOEY dressed in a huge pumpkin costume. He begins to cheer.)

JOEY (to the audience). I'm here to pumpkin you up!
I SAY PUMPKIN, YOU SAY SQUASH!
PUMPKIN! (SQUASH)
PUMPKIN! (SQUASH)

PADRINO. Will the first contender please introduce herself!

ROSA. I'm Rosa Perez. The biggest baddest bestest player in all the land!

JOEY *(cheering to audience)*.
ROSA ROSA. SHE'S OUR WO-MAN
IF SHE CAN'T DO IT
NO ONE CAN!
Go Pumpkins!

ROSA. Thanks, Joey.

PADRINO. And who are you?

CINDERELLA. Cinderella de Puerto Rico. *(She sees something on the floor and gets down and cleans it.)*

JOEY (*cheering to audience*).

CINDERELLA. CINDERELLA. SHE'S OUR WO-MAN
IF SHE CAN'T DO IT
NO ONE CAN!
Go Pumpkins!!

ROSA. Hey, you can't do that!

JOEY. I'm cheering for both of you.

PADRINO. Girls. Estan listas? Are you ready? This is the moment you have all been waiting for...this is the moment you can prove your spirit! You have two minutes! The ball game starts...now! Jump ball!

(NOTE: The ball is mimed.

The BUZZER rings. The girls begin to play in real time. ROSA tricks CINDERELLA.)

ROSA. Look! Ricky Martin!

CINDERELLA. Donde? (*CINDERELLA looks and ROSA scores.*)

PADRINO. Rosa with a steal, shoots, and that's 2 points for Rosa.

JOEY. GO PUMPKINS! AH-HUH
'CUZ YOU ARE SUMPKIN!
AH-HUH

(The scoreboard says 2 to 0. ROSA and CINDERELLA reset and start again.)

ROSA. Ha—I'm ahead!

CINDERELLA. Ha-veremos.

PADRINO. Cinderella has the ball and she fast handles with a wicked cool crossover.

JOEY. PUMPKINS ARE SO TOUGH!

PADRINO. Cinderella cuts inside to the hoop and- (*CIN- DERELLA takes the ball and she dazzles with an intricate sequence.*) - count two for Cinderella!

(The scoreboard says 2 to 2. The girls reset again.)

JOEY. PUMPKINS ARE
A SQUASH! PUMPKIN SQUASH!
PUMPKIN SQUASH!

PADRINO. Ball out to Rosa - but wait – Cinderella flashes by and picks her pocket! She resets, fakes to the inside and. - Oh! Pulls it out for the jumper! And that's Cinderella. With the deuce! (*CINDERELLA celebrates!*) Cinderella ahead by two!