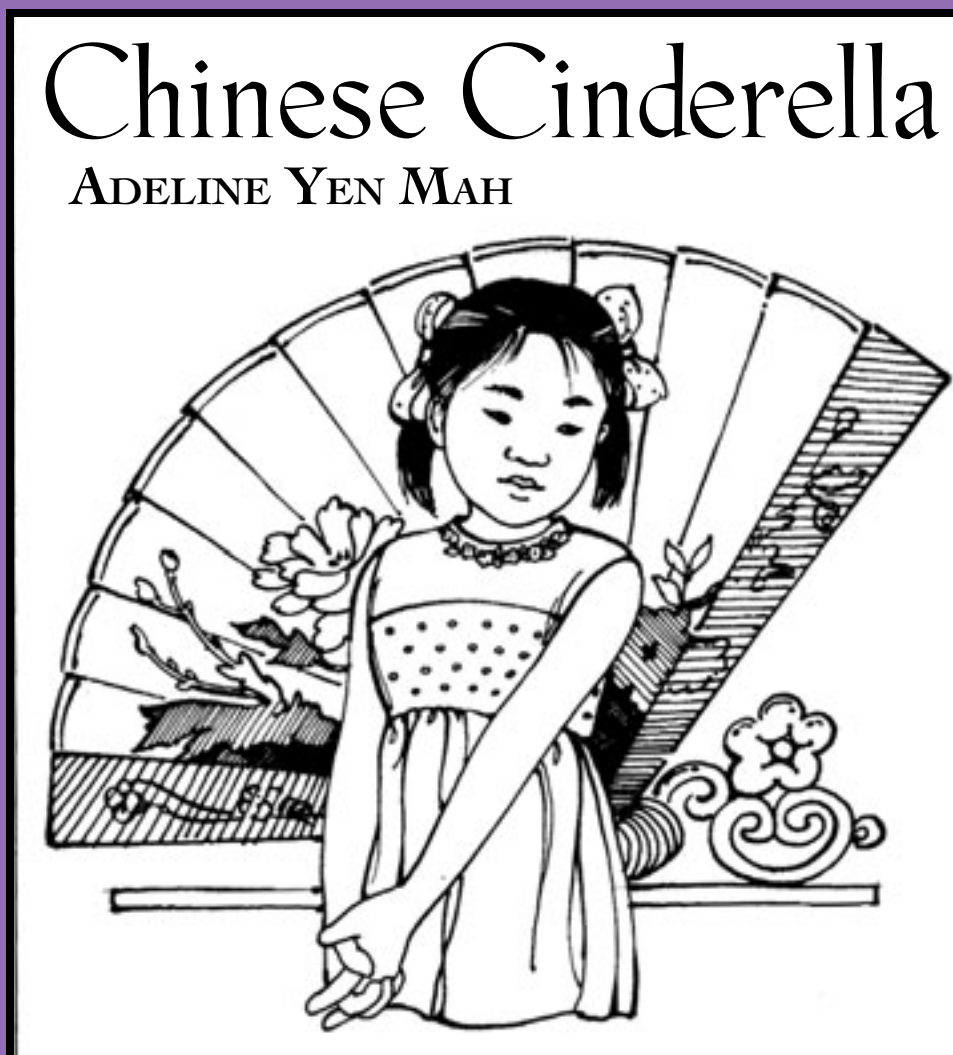


Novel·Ties

Chinese Cinderella

ADELINE YEN MAH



A Study Guide

Written By Estelle Kleinman

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

Synopsis	1 - 2
Background Information	3
Historical People	4
Pre-Reading Activities	5 - 6
Chapters 1 - 4	7 - 10
Chapters 5 - 8	11 - 13
Chapters 9, 10	14 - 16
Chapters 11, 12	17 - 19
Chapters 13, 14	20 - 22
Chapters 15, 16	23 - 25
Chapters 17 - 19	26 - 28
Chapters 20 - 22	29 - 31
Cloze Activity	32
Post-Reading Activities	33 - 34
Suggestions For Further Reading	35
Answer Key	36 - 38

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

This reproducible study guide to use in conjunction with *Chinese Cinderella* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

BACKGROUND INFORMATION

Role of Women in China

Males dominated Chinese society for many centuries before the early 1900s. Women had no rights and no other purpose than to serve men. Arranged marriages gave women no say in the selection of a husband. Women with tiny feet were considered attractive, so the cruel practice of foot binding became a tradition around the eleventh century. When a girl was about three years old, her mother would tightly wrap her feet in bandages with her toes tucked under her soles. Even though the pain was severe, the bandages were tightened each day. A woman who didn't have her feet bound was not considered suitable for marriage.

The cruel treatment of women continued until women's rights became an issue in the 1920s. The practice of foot binding was almost gone by the time Communist leader Mao Tse-Tsung took power in 1949. The Communist Party formally outlawed many of the old Chinese laws and traditions discriminating against women. Needing women to work for the state, the Communists did not allow husbands to abuse their wives. Marriages could no longer be arranged, and divorce was made easier to obtain.

Although the official status of women greatly improved in China, centuries of history and tradition are hard to overcome. To control the population, the Communist regime started a policy restricting citizens to having only one child. Since male children are preferred, many girl babies are abandoned and even killed. The result is a shortage of women in China. If this trend continues, China will have up to forty million more men than women by the year 2020.

PRE-READING QUESTIONS AND ACTIVITIES

- Preview the book by reading the title and the author's name and by looking at the photograph on the cover. What do you think the book will be about? When and where do you think the events in the book take place?
- Read the following sections at the beginning of the book: "To All Unwanted Children," "Author's Note," and "Preface." Then discuss the following:
 - How can reading about someone else facing problems similar to your own help you cope?
 - How is Chinese different from most other languages? Is it a language you would like to learn? Why or why not?
 - What does the author mean when she says, "One single positive dream is more important than a thousand negative realities"? Give examples to support or refute the statement.
 - Why do you think a child has so many different names in Chinese families? What effect might this have on a child?
- In the "Historical Note" at the back of the book, the author provides background information. Read this information and make a list of any questions you have about the material. Then, as you read the book, see if you can find the answers to these questions.
- Cooperative Learning Activity:** As you read, work with a small group of students to create a timeline on a poster. Across the top of the timeline, list important events in Adeline's life. Across the bottom, list important events in the history of China. After you have finished, compare your poster with those of other groups.
- Social Studies Connection:** The author has already provided you with some information about Chinese culture in the sections at the beginning of the book. Do some additional research. Then brainstorm with a small group of classmates to fill in the first two columns of a K-W-L chart, such as the one below. When you finish the book, return to the chart to complete the third column.

Chinese Culture

What I Know -K-	What I Want to Learn -W-	What I Learned -L-

- Have you read any other books set in China? When did these stories take place? What did you learn about life in China at that time?
- Read the Background Information on page three of this study guide and do some additional research to learn about the role of women in China in the past and in the present.