

Once Upon an Ice Moon

Our sci-fi twist on Cinderella is great for comparing works of literature that share similar themes and story elements.

About the Story

Lexile: 660L (captions)

For qualitative complexity factors, go to the Story tab.

Learning Objective: to identify elements of a traditional Cinderella story in a science-fiction drama

Key Skills: author's craft, text structure, character, key ideas and details, identifying defining characteristics

Essential Questions:

- What makes a story timeless?
- What makes a story universal?
- How can we overcome the challenges we face?

Standards:

The play and lesson support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.7, R.9, R.10, W.2, W.9, SL.1, SL.2, L.4, L.6

For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Text-to-speech
- Vocabulary

Podcast:

- Scope It Out!: Cinderella Stories

Connected reading from the Scope archives:

- *The Mighty Baba Yaga*

Skill Building Activities to print, project, or share digitally:

- Common Elements of Cinderella Stories Graphic Organizer
 - Writing Planner: Space Cinderella
 - Vocabulary: Definitions and Practice
 - Close Reading and Critical Thinking
 - Genre Exploration
 - Choice Board
 - **Core Skills Workout:** Inference
 - Quiz*
 - Contest Entry Form
- *Available on two levels*

Step-by-Step Lesson

1. Preparing to Read

15 minutes

Listen to a Podcast (5 minutes)

- Listen to a *Scope It Out!* podcast about Cinderella stories from around the world.

Preview Vocabulary (10 minutes)

- Project **Vocabulary: Definitions and Practice**. Review the definitions and practice using the words as a class. Highlighted words: *comply, consolation, disintegrate, forlornly, light-years, malfunction, melancholy, prototype, translucent*. Optionally, print or share the interactive link directly to your LMS and have students preview the words and complete the activity independently beforehand. (Audio pronunciations of the words and a read-aloud of the definitions are embedded in the interactive slides.)

2. Reading and Discussing

45 minutes

- Have a volunteer read the As You Read box on page 27 of the magazine or at the top of the digital story page.
- Assign parts and read the play aloud as a class.
- Break students into groups to discuss the following close-reading and critical-thinking questions.

Close-Reading Questions

(20 minutes)

The following questions can be shared in printable or interactive form.

1. **When do the events of Scene 1 take place in the chronological order of the story? Why do you think the playwright chose to structure the play this way?** (author's craft, text structure) *Scene 1 is a flash-forward—a scene that takes place later in the story's sequence of events. Chronologically, the events of Scene 1 take place at the end of Scene 9. The playwright likely begins the play this way to build interest and suspense through the scene's intense and*

frantic mood: At the end of the scene, everything goes dark and readers are left wondering what happens next and whether Asche will make it out alive.

2. **How do Dr. Burke, Arden, and Bree treat Asche throughout the play? What is their motivation for treating her this way?** (character) *Dr. Burke, Arden, and Bree are cruel to Asche. For example, in Scene 2, they tell her she looks and smells terrible and they insult her parents. They treat her as if she's their servant, rather than someone who's been left in their care. Dr. Burke assigns her impossible amounts of work and refuses to let her join Dr. Thorp's class. Just before the ice-shelf expedition, Asche finds that Arden and Bree have shredded her diving suit so she can't go. It seems Dr. Burke and her daughters resent Asche and her parents. This is confirmed in Scene 10, when Dr. Burke tells Asche, "Ha! I was supposed to go to the Frontier. Me. But the Commission gave my spot to your perfect mother. Was I supposed to be honored when your parents asked me to be your guardian? Like it was some sort of consolation prize?"*
3. **What does Scene 3 reveal about Asche as a person?** (character) *In Scene 3, readers get the sense that Asche is deeply connected to the "earth" that exists on the Searcher: a garden covered by a glass dome. She is responsible for cultivating the fruits and vegetables that feed the inhabitants of the research vessel, and she is not only very knowledgeable about the plants and their needs, but also sees them as friends. The message Dr. Thorp delivers to her at the end of the scene reveals that Asche yearns to join the Underwater Explorations class, suggesting that Asche has a strong sense of curiosity or desire for adventure.*
4. **In traditional Cinderella stories, it's common for the heroine to have a close bond with nature. How else is this idea developed in the play?** (character) *In Scene 9, Asche has a special connection with the creature the researchers encounter at the ice shelf. While everyone else is frightened and ready to kill the creature, Asche remains calm and fearlessly communicates with the creature, which she knows means no harm to anyone. She tells the creature it is extraordinary and gently touches its face, and all are released safely.*
5. **In traditional Cinderella stories, the heroine often receives help from others. Who are the helpers in the play? How do they help Asche?** (key ideas and details) *Oida helps Asche by providing her with emotional support when she is missing her parents and upset about how Arden, Bree, and Dr. Burke treat her. Oida also helps Asche by completing Asche's endless list of chores so that Asche can go on the expedition, and by providing a diving suit to replace the one that Arden and Bree destroyed. Luis is another helper. He is a good friend to Asche and stays back to make sure she is able to go on the expedition. Later, he tells his father, who is the ship's captain, how Dr. Burke has been treating Asche.*

Critical-Thinking Questions

(10 minutes)

The following questions can be shared in printable or interactive form.

1. **What big ideas does the play suggest about good and evil?** *Answers will vary. Students may say that the play suggests good will always prevail and evil will be punished.*
2. **What does the play suggest about forgiveness? Why do you think Asche forgives Arden and Bree?** *Answers will vary. Students may say that the play suggests that there is power in forgiveness and that Asche forgives Arden and Bree because she is a kind person and believes they are truly sorry.*
3. **How is this Cinderella story similar to versions you've heard before? What makes it different?** *Answers will vary.*
4. **What do you like/dislike about Cinderella stories? Why do you think these stories remain popular today?** *Answers will vary.*

3. Skill Building and Writing

30 minutes

- Have students complete the **Writing Planner: Space Cinderella**. This activity will help them organize their ideas in preparation for the writing prompt on page 31 in the printed magazine and at the bottom of the digital story page.
- Alternatively, have students choose a culminating task from the **Choice Board**, a menu of differentiated activities.

Another play based on a Cinderella story from the *Scope* archives:

- [*The Mighty Baba Yaga*](#) (October 2021)