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Folk Belief and Supernaturalism in Cinderella

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Dedication

All praise to Allah

To the candles that light our life,
our mothers and fathers ...

With love and respects

To our dear brothers and sisters

To our supervisor

And to our families and friends

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Chapter one

Children's Literature

INTRODUCTION

One of my warmest childhood memories is of my mother reading Miss Pickerel Goes to mar [Mac Gregory] to my older sister and me. we were in elementary school and quite capable of reading it ourselves, but we had grown accustomed to having when she read them. another happy memory is of my sixth-grade teacher, Mr., Conway, reading a chapter a day from The Adventures of Tom Sawyer [twain]. The books he read that year helped pass the afternoon in the hot portable classroom. each day we begged him to read one more chapter or even just two more page because we could not wait to find out what happened next. [Carrol;2]

In the opening vignette, Susan Stanly, a first grade teacher, select a trade book rather than a textbook to present to her class. trade books are written for specific instructional purpose. authors of trade book frequently use vivid language to express thoughts and feelings. MS Stanley selects The Napping House because of it's repetitive, rhythmic language and interesting illustration. she recognizes that young children love the sound of words for words sake and anticipates that first grade will respond to the poetic cadence of language in this story. she consistently encourages her pupils to talk about the authors language and the artists illustrations. making it a point to acquaint student with the idea that write and illustrators communicate through books.

Ms. Stanly also relate The Napping House to the children experiences, establishing a connection that enriches both their understanding and their response. after listening to the story. the children discuss their thoughts and feelings in response to the book, after which the teacher rereads the story so they can build deeper appreciation of it.

This teacher brings children and books together in meaningful ways. her own enthusiasm for literature sparks her student interests. She talks about favorite books, authors, and illustrators, so they learn how important literature is in her life. other teacher as well as librarians and parents, can likewise build children's enthusiasm for literature with exposure to good book. [Hunt;3]

Defining Literature for Children

A few definitions will help outline the purpose of this book. You might think children's literature could be easily defined as "books for kids." However,

there are many different definitions of children's literature and even varying definitions for literature and children! What is literature? Are all books literature? Are only stories considered literature?

One definition of literature requires that the work be of good quality (Hillman, 2000) (Hillman describes some signs of poor quality—stodgy writing with plots that are too predictable, too illogical, or too didactic. However, there is little agreement on what constitutes good quality. For example, the first time I taught an undergraduate multicultural literature course, I assigned Ishim, Last of His Tribe (Kroeber) for the biography reading. I selected it because the book had affected me deeply, moving me to tears when the last members of Ishim's family died. However, my students were nearly unanimous in their reaction to the book: "It stinks!" I learned that quality is in the eyes of the beholder.

I consider all books written for children to be literature—excluding works such as joke books, cartoon books, and nonfiction works that are not intended to be read from front to back, such as dictionaries, encyclopedias, and other reference material. [Carroll :2] .

It is true that some books are of better quality than others are, but one person cannot dictate to another what he or she ought to perceive as high quality. It is an individual perception, which will develop as you read this textbook and some of the children's books that I believe are high quality. (I'm hoping you don't think any of them stink(! To assist you, I describe many of the elements of quality children's literature in the next chapter.

Additionally, the beginning of each genre chapter contains a set of evaluative questions you may ask yourself as you read the books. The information in Chapter 2 and the evaluation questions will help you refine your ever-developing judgment of quality books.

Some people consider children's literature to span the age group of birth through 18. However, no junior high or high school students I know consider themselves children. Therefore, I define literature for youth ages 13 to 18 as adolescent or young adult literature, and literature for youth from birth through age 13 as children's literature . Traditional elementary schools enroll children through sixth grade, and typically children are 12 or 13 years old when they complete elementary school.

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It is easy to distinguish between a kid in elementary school and one in middle or junior high school; it is even easy to distinguish between a 13-year-old and a 14-year-old, simply by asking them. But it is not so easy to distinguish between children's and adolescent literature. The definitions and dividing line are arbitrary at best, and sometimes children will surprise you when they cross over these lines with their reading selections.

When my adult students ask me how to determine what age or grade level a book would be suited for, I usually tell them that any book a reader likes is appropriate for that reader. When they do not accept that answer (which is most of the time), I tell them that one rule of thumb (also known as the “quick and dirty” rule) is that the author often makes the main character the age of the intended audience. Like most quick and dirty rules, this one is not always true. For example, the best-selling book *Shane* (Schaefer) is narrated by a young boy. However, the book’s subject matter and readability are suited for young adults, and there was a great motion picture made about the book in the 1950s that appealed to all ages.

Some book publishers print an approximate reading level somewhere in their books. For example, Bantam indicates the level in the upper section of the copyright page, and Scholastic puts it on the lower portion of the back cover. In either case, look for the letters RL (Reading Level) followed by a numeral. For example, RL2 indicates a second-grade reading level. The level is written in this code so as not to turn away a child in an older grade who might wish to read the book.

Keep in mind that reading levels are approximations determined by readability formulas that take into account only average lengths of words and sentences. Because the formulas cannot measure readers’ prior knowledge of the content or interest in the subject, they are often invalid. For example, after my graduate students read *The Devil’s Arithmetic* (Yolen), a book about the Holocaust, they engaged in a heated discussion about how early to introduce the book.

Some argued sixth grade, but others said definitely not before eighth grade. Then one of the students raised her hand and said, “I read it in third grade.” That was the end of that discussion. [Carroll :4] .

I used to think that although some children were not able to read on their grade level, their interest level would be the same as that of their peers. One summer I took a group of preservice teachers to an inner-city school to tutor children in summer school. For the first session, tutors were to read aloud to the children, so I told my students to take four books on different reading levels and let the children choose which book they w 4 ar. When we collected the

children from their classrooms, one stood out from the rest. He was about 12, and taller than his tutor; he looked like he might soon be able to play halfback for the Tampa Bay Buccaneers.

“I hope his tutor brought some sports books,” I thought to myself. But I later discovered that the book he picked for his tutor to read was Arnold Lobel’s *Days with Frog and Toad*

Therefore, in this text I do not attempt to pigeonhole books by assigning them to grade levels. The elementary children I have encountered like a wide range of books, from picture books to young adult novels. Assigning grade levels to books actually discourages children from reading many fine books.

As mentioned, children are reluctant to select a book that has been labeled for a lower grade level. Worse, if children learn they are able to read only books designated for lower grade levels, their self-esteem is damaged, especially when their classmates find out. Often these children choose not to read at all rather than read a book on the primary level. When given varied choices, such as they find in a school or public library, children will select books appropriate to their interests and reading abilities. Read to your children from books that you like and from books they request. You will soon find out if the topic is not interesting because it is too babyish (or too sophisticated), and you can make another selection. [Carroll: 4] .

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History of Children's Literature

A knowledge of the historical background of children literature through the age help us understand the force affecting the development of children literature and their characteristic at different period. the development of children literature reflects the spirit and interests of the period.

Before the invention in the fifteenth century of the printing press which made books more widely available, children listen to stories told by their elders. The stories were about the adventures of elder people, about animal and

imaginary characters. These stories were passed on by word of mouth from generation to generation before they were collected for printing. [Parayno;14]

The Return of Fairy Tales Old and New

The influence of didacticism was unable to control permanently children's love for fairy tales. the publication of Grimm's fairytales revived the interest for the imaginative stories. Jacob and Wilhelm Grimm collected the old German stories not for the entertainment of children but to record them scientifically for posterity. These stories were translated into English in 1823 and were called Grimm's popular stories.

Hans Christian Andersen published his fairy tales in 1846.he was regarded the great master of the literary fairy tale. Among his tales were "Thumbelina' 'the Emperor's new clothes, and "The nightingale".

Edward Lear's book of Nonsense marked the need for laughter in the normal development of children.

Lewis Carroll was a mathematics professor at the Oxford University who made up stories for a little girl named Alice Liddell whom Lewis became very fond. Alice was so delighted with the stories and she asked Lewis to write them down for her. He called his collection of stories Alice in wonderland.

[Parayno;16]

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The Significance of Literature in Children's Life

From the beginning of education in our country ,children's literature always had a place in the school curriculum .Although the emphases in the literary experience of young people at school have change from time to time ,the basic commitment to literature as a valuable ingredient to their education has remained .

Except for the textbook for classroom training, children have not been exposed to a wealth of challenging reading materials for their own pleasure . textbooks are not enough, books that young people can read for their own enjoyment and profit are needed .the practical values of children's books have not been fully recognize .because of the dearth of reading materials, children turn to anything within their reach, anything that is accessible to them, like

comics, song-books ,and magazine stands on practical every corner .they watch mediocre TV shows and listen to the soapbox operas and other humdrum radio programs, movies that claim to be of social relevance are nothing more than the glorification of the feats of infamous characters claim to be of social relevance are nothing more than the glorification of the feats of infamous characters claim to be of social relevance are nothing more than the glorification of the feats of infamous characters endowed with folk –hero appeal and are nothing more than exercise in erotica.

This kind of environment produce depraved child with questionable as long as there people who are aware of the needs of the child and are willing to do something to counteract what brought such condition . these changes should be a cooperative undertaking combining the effort of those who touch the child's life- parent's teachers, as well as librarians .

A child's appreciation of good literature come partly from exposure to stimulating stories and books which start at home .

Teacher, librarian as well as parents, can work effectively in developing in children a love for literature to expand the horizon of children and enhance their worth as children who will someday become[Parayno;1] worthwhile adults who can contribute to their country's progress and prosperity and who can be versatile in meeting the challenges of a rapidly changing milieu.

The word of books offer children rich opportunities for developing into citizens and well-rounded personalities who will be assets to their family and society .through books, the may partly fulfill their basic emotion needs-an indispensable condition for personality development.

Children's Literature Contribution

Children, literature contribute toward creative development in boys and girls and offers many opportunities for creative teaching. the creative teaching of literature can contribute to creative development in many ways;

1 - It can stimulate children to writ for themselves. Children who write their own literature are always eager to see what others write.

2 - It can help build a vocabulary that will help the child to express himself better

3 - It can help children build kills in expression .

4 - It can develop a sensitivity to sight ,sound ,words ,life's problems and people.[Parayno;2] Literature provide various experience which enhance the development of children. They can increase their knowledge, change their outlook, broaden their interests, develop desirable attitudes and value ,refine their taste, , modify their behavior and stimulate intellectual and emotional growth and in various way help to prepare them for more effective participation in social processes and for living life fully.

Literature is entertainment, along with radio, television, movies and picture magazines, sometime should be reserved for reading. The reading of fine prose and poetry helps to take children away from the urgencies and cares of living and refresh their spirit .

Children should be properly motivated and guided to read good books.

[Parayno;3]

The Birth of Modern Children's Literature

Some schools of library science offer graduate courses on the history of children's literature. In one such school, a sage professor told me, "I don't know why they offer that course. I don't think children's literature has any history!" I laughed, but I did wonder why she said it. After all, every children's literature textbook I had read contained a chapter on history. When I asked the professor, she replied that children's literature as we know it today began in 1865 when Charles Dodgson (under the pen name of Lewis Carroll) wrote Alice's Adventures in Wonderland. It was the first novel written especially for children that was purely entertaining, with no instructional purpose. The book has a dreamlike quality: Alice follows a white rabbit down a rabbit hole and finds herself in a fantasyland where animals speak, objects come alive, and people change sizes.

What did children read before the publication of Alice? Children have always listened to and enjoyed folklo 8 or the development of the printing press in the late 1400s, they were able to read folk literature. Because traditional

literature is presented in Chapter 5 , I will reserve the discussion of its history for that chapter and briefly discuss the development of children’s novels here. Before 1865, children in the English-speaking world read and enjoyed adult novels, such as Robinson Crusoe (Defoe, 1719), Gulliver’s Travels (Swift, 1726), The Swiss Family Robinson (Wyss, 1812), A Christmas Carol (Dickens, 1843), and Journey to the Center of the Earth (Verne, 1864). If you review the unabridged versions of these works, you will find them very advanced reading, so I think these books must have been read by older, more capable children who perhaps shared them with their younger siblings.

The earliest books written for children were entirely religious, instructional, or for the improvement of their morals and manners. In the latter half of the eighteenth century, however, an English publisher named John Newbery published books for children to enjoy. One such book, The History of Little Goody Two Shoes (Newbery, 1765), is considered the first novel written especially for children.

Newbery’s books were also highly moralistic, but at least someone had recognized that children needed to be entertained as well as indoctrinated. Young children read and enjoyed these books, of course, because there was little else for them to read. However, those early books would not entertain children today. When I reviewed some of them, I found them to contain all the flaws of “no literature” identified by Hillman: “stodgy writing, plots that are either too predictable or too illogical, and socially conscious themes that outweigh the slender story that supports them” (2002, p. 3).

Imagine the delight of children when they first read Alice’s Adventures in Wonderland. “What made this story absolutely unique for its time was that it contained not a trace of a lesson or a moral. It was really made purely for enjoyment” (Huck, Hepler, Hickman, & Kiefer, 1997, p. 96). Charles Dodgson was a mathematics lecturer and ordained deacon at Christ Church College of Oxford University in England. He often entertained the young daughter (Alice Liddell) of the dean of his college by telling stories about Wonderland. Later he published the stories under the pseudonym of Lewis Carroll in Alice’s Adventures in Wonderland and the sequel Through the Looking-Glass and What Alice Found There (1871). Alice was the **prototype** —the first of its kind—of modern children’s literature.

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Other good books that were widely read by children also appeared during the remainder of the nineteenth century. Not all were specifically intended for children, and certainly not all were free from moralism. (Even today, a common criticism of children’s literature is that too many books are moralistic, with implicit lessons built in.) However, these books were primarily entertaining, and most contained child characters. Box 1.1 presents a partial list

of the books considered **children's classics** —not because they were all written for children, but because the children of the nineteenth century read and treasured them. These books are classics because they are still in print, and readers still enjoy them more than a century after their first publication.

The Value of Children's Literature

You now have a basic understanding of children's literature. As you begin to read the children's books that are discussed in this textbook, I believe you will find most of them enjoyable for children and adults alike. Children are never too young to be read to. In fact, some mothers start reading to their children before they are born.

What is remarkable is that research indicates unborn babies hear their mothers and react to their voices (see DeCasper, Lecanuet, Busnel, & Granier-Deferre, 1994). In addition to building a bond between parent and child, daily reading to preschool children may be the single most important thing parents can do to improve their children's chances for success in school. Children's book editor Janet Schulman (1998) described the educational and emotional benefits of reading to children with her metaphor that "books help give children a leg up on the ladder of life" (p. vi). Of course, nurturing parents should continue to read to their children after they start school and for as long as they will listen—which, if all goes well, will be throughout the elementary school years.

Children are never too old to be read to either. I remember working with a talented student teacher who was placed in a challenging classroom of sixth graders, all of whom had been identified as being at risk of failing or dropping out of school.

The student teacher did an excellent job with them, even though they were often rowdy. One day when the classroom teacher was out, I walked into the classroom, and the first thing I noticed was that I could hear only one voice and the kids were all awake! In fact, they had their eyes glued on the student teacher, who was reading them *Stone Soup* (Brown), a picture book fairy tale. Unfortunately, not all parents read to their children on a regular basis. First, not all parents read. Also, some parents must work more than one job, leaving little time to read to their children. Others have the time and ability to read aloud, yet do not see the advantages—both affective and cognitive—of reading to children.

Some parents are eager to read to their children but do not know where to start, so they resort to merchandise books. I recommend reviewing *Best Books for Beginning Readers* (Gunning, 1998) and *Read to Me: Raising Kids Who*

Love to Read (Cullinan, 1992). These books and others at your library or bookstore will not only provide descriptions of many quality children's books but also tell you how to maximize your reading time.

Following are a few of the specific benefits children derive from reading and listening to books:

- Strengthening a bond between the child and adult reader
- Experiencing the pleasure of escaping into a fantasy world or an exciting adventure
- Developing a favorable attitude toward books as an enrichment to their lives
- Stimulating cognitive development
- Gaining new vocabulary and syntax
- Becoming familiar with story and text structures
- Stimulating and expanding their imaginations
- Stretching attention spans
- Empathizing with other people's feelings and problems
- Learning ways to cope with their own feelings and problems
- Widening horizons as they vicariously learn about the world
- Developing an interest in new subjects and hobbies
- Understanding the heritage of their own and other cultures
- Acquiring new knowledge about nature
- Bringing history to life
- Stimulating aesthetic development through illustrations
- Exploring artistic media used in illustrations

Some educators teach reading through trade books—children's literature—instead of using the reading textbooks known as **basal readers** (see Chapter 14). In such classrooms, all the children may read the same book, or they may select their own literature to read. Some teachers provide a list of books from which children can choose. Children's literature is surely more interesting to read than basal readers, which typically contain only excerpts of books or picture book stories minus most of the pictures. Children's literature is definitely more interesting than the basal reading programs' workbooks, worksheets, and board work (read "bored work"). Children learn to read by reading, and what better for children to read than the literature created just for them?

Cinderella is a young woman with medium-length blonde hair, blue eyes and fair complexion. There are many different stories about her from different states and countries.

After her father dies, she is forced into servitude in her own home and is constantly tormented by her evil stepmother, Lady Tremaine, and two stepsisters, Anastasia and Drizella. Despite this, she maintains hope through her dreams and remains a kind, gentle and sweet person. She has faith that someday her dreams of happiness will come true and her kindness will be repaid. Cinderella is shown to have a down-to-earth attitude, but she is also a daydreamer. For example, in "Sing Sweet Nightingale", she becomes distracted with the bubbles, allowing Lucifer the cat to smudge the floor she was cleaning. Also, after hearing that the Grand Duke is traveling the kingdom with the missing slipper, she dreamily dances back to the attic humming the song she heard at the ball. She is also shown to have a sarcastic side and a sharp wit.

With the help of her animal friends, she fixes up an old dress of her mother's so she can attend a royal ball. However, when her evil stepsisters brutally tear the dress apart, she is heartbroken and fears that her dreams will never come true.

However, her Fairy Godmother appears, restoring Cinderella's hope by transforming her torn homemade gown into her now-iconic powder blue ball gown with a glittering puffed over-skirt, a delicate laced white petticoat and puffy sleeves. She wears her hair in a French twist supported by a powder blue headband and her accessories include powder blue opera gloves, a black choker, and glass slippers. As a servant, she wears her hair down in a ponytail, sometimes supported by a white scarf and wears a brown dress with a powder blue blouse, a white apron, and black flats.

Lady Tremaine

Lady Tremaine (also known as the Wicked Stepmother or Cinderella's stepmother) is the main antagonist of the franchise. She is based on the original character from the Cinderella fairy tale created by Charles Perrault.

Animators Ollie Johnston and Frank Thomas, in their book *The Disney Villain*, describe animating Audley's voice as "a difficult assignment but a thrilling one, working to that voice track with so much innuendo mixed in with the fierce power." In contrast to the broad treatment given to some of the other characters, Lady Tremaine was animated in malevolent and subtle realism.

A cruel, cold, and calculating tyrant, Lady Tremaine wants nothing more than her daughters to succeed. Unlike most Disney villains, who sport fiery personalities and desire power and the spotlight, she possesses a more cunning, subtle, passive-aggressive personality with a shrewd intelligence and ability for manipulation, particularly towards her daughters. She rarely yells, speaking in a calm, collected voice, even when angered. She wishes her daughters to succeed so that she may reap the benefits when it best suits her.

She is introduced in the prologue of the film. Cinderella's father, a widower anxious for his daughter to have a mother figure, married Lady Tremaine, who is described as "a woman of good family". She was a widow herself, with two daughters from her first marriage. After an unspecified amount of time living happily together as a family, Cinderella's father tragically died and Lady Tremaine revealed her true colors. She lets the chateau fall into disrepair while pampering her own selfishly spoiled daughters and forcing Cinderella to become a maid in her own home. Lady Tremaine allows Cinderella to attend the Royal Ball, on the condition that Cinderella finishes all her chores and finds a suitable dress. When Cinderella actually finishes her work and appears ready for the Ball in a suitable dress, Lady Tremaine mildly mentions the beads and sash that Jaq and Gus found after Anastasia and Drizella threw them out. Enraged, her daughters cruelly tear apart Cinderella's dress, leaving her unable to attend the ball. When Cinderella, with the help of a Fairy Godmother, nevertheless attends the ball, her stepfamily does not recognize her, but Lady Tremaine notes a familiarity about her appearance as she dances with Prince Charming.

News promptly arrives by way of a Royal Proclamation that the Prince will marry the girl whose foot fits the glass slipper accidentally left behind by Cinderella at the ball. Lady Tremaine overhears Cinderella dreamily humming the song "So This is Love" as she heads to the attic, and realizes that she was the mysterious girl at the ball. Hoping to pass off one of her daughters as the

mysterious girl, Lady Tremaine follows Cinderella up to the attic and locks her in her room, putting the key in her pocket. However, two of Cinderella's mice friends, Gus and Jaq, steal the key from her stepmother's pocket (after Lady Tremaine almost boils Gus in a teapot). Jaq and Gus succeed in returning the key to Cinderella, who rushes downstairs to the Grand Duke just as he and the footman are about to leave. Lady Tremaine attempts to convince the Duke that Cinderella is merely a lowly scullery maid who did not even attend the ball.

But the Duke, who is required by the King's Royal Proclamation not to skip a single maiden in the kingdom on his quest for the mysterious girl the Prince danced with, solemnly rebuffs Lady Tremaine. The Duke also finds Cinderella strikingly familiar to him. He proceeds to try the glass slipper on Cinderella. In a last-ditch effort to foil Cinderella's dreams, Lady Tremaine trips the footman bearing the glass slipper, causing it to smash. She deviously grins with wicked satisfaction as the Duke wails in despair and fear of the King's reaction when he finds out that the slipper was broken. But Cinderella still manages to come out on top by revealing that she has the other slipper, and that it fits her foot, proving that she is the girl who danced with Prince Charming, much to her stepmother's appalled horror. Beyond a single brief close-up of her appalled face, the movie does not dwell on her defeat, how she and her daughters further reacted or what happened to them; instead there is only a quick resolution where Cinderella is shown as the Prince's happy bride, her stepfamily out of the picture. (*"Lady Tremaine and Stepsisters Character History"*. Disney Archives.)

Drizella Tremaine

Drizella Tremaine is the brown-haired older daughter of Lady Tremaine. Drizella's common dress is a sunny yellow dress with a pale yellow bodice and slippers and has center-parted hair ending in short sausage curls on the back, and a bright blue bow in her hair. For the palace ball, she wears a pale green gown with aqua bustle, pale green sleeves, and a jade green bodice, choker, and slippers and a second jade green bustle under the aqua one and wears a turquoise feather instead of a bow in her hair. In her second movie, her ribbon changes to pale blue. After her downfall she is reduced to wearing a maid servant's frock. In live appearances, and in many book illustrations, Drizella wears a dress similar to that shown for the palace ball in the first film and wears green slippers and green bloomers underneath. Like her sister, Drizella has enormous feet.

She is portrayed as haughty, abusive, and sadistically cruel. She sets so many bad examples of spitefulness towards Cinderella for her younger sister to follow, that between them Anastasia's the better of the two. Highly unorganized, and, in the *Kingdom Hearts* series, murderous, she is contemptuously envious of Cinderella's success and beauty and often gets her into trouble. Unlike her younger sister Anastasia, who changes her spiteful ways and develops into a kind and good-natured woman, Drizella remains mean-spirited and cruel, and never overcomes her hatred of Cinderella. She is also depicted as having slovenly eating habits in the third movie, where she samples the food and the wedding cake being prepared for her sister's wedding by shoving handfuls of it into her face and eating them noisily. In the sequels, though not in the original film, Drizella is essentially a younger version of her mother.

Drizella and her mother constantly plot to ruin Cinderella and have no qualms about hurting her feelings. Lady Tremaine is well aware of her older daughter's harsh and cold-hearted – and even violent – mannerisms, and can trigger Drizella's anger with a mere handful of casually delivered words. In a particularly distressing scene in the original film, as Lady Tremaine and her daughters prepare to leave for the Prince's ball, Cinderella appears wearing her beautiful homemade gown. Lady Tremaine notes that Cinderella is wearing beads that belonged to Drizella, who rejected them on the claims she was sick of the sight of them. After Lady Tremaine casually points out to Drizella that the beads add a charming touch to the dress, Drizella flies into a rage and yanks the beads from Cinderella's neck, and along with Anastasia, lunges upon her stepsister and tears her gown to rags, leaving Cinderella devastated.

Later on throughout the serie: on Anastasia and torments her, being able to physically intimidate her. Although she seems to be awed by her

during the story *An Uncommon Romance*, after Anastasia openly rebelled against their overbearing mother and told her she was in love with a baker of low-birth and that she was happier with him than she would ever be with the wealthy suitor Lady Tremaine had hoped she would encounter at another palace ball. Angered, Lady Tremaine stormed off, leaving Drizella stunned, though she sided with her mother and returned home with her.

Unlike Anastasia, who eventually liberates herself from her mother's domination, Drizella obeys her mother's every order and schemes with her to undermine her hated stepsister, Cinderella, though they are foiled by Anastasia and as punishment, they are removed of their wealth and status and are reduced to working as scullery maids in Cinderella's palace.

Like her mother and sister, she appears in *Kingdom Hearts: Birth by Sleep*, playing the same role as in the original film. However, unlike in the films, she is very sadistic and is willing to murder Cinderella to prevent her from ever getting her happiness, and nearly succeeds with the Cursed Coach. However, Aqua manages to save her, and Drizella is hit by a firebomb alongside her mother and sister. She was voiced by Rhoda Williams in the original film and by Russi Taylor in the sequels. (R.J. Carter, "[DVD Review: Cinderella III - A Twist in Time](#)," *The Trades* (February 5, 2007).

Analysis Characters

Cinderella is a modest and good girl. She lost her mother early, and her father married another woman. Unfortunately, it was a real example of the evil stepmother. She made Cinderella do all the jobs around the house, but

Cinderella was diligent and she didn't mind doing it. She kept trying to be good with her new mother and her daughters, but they didn't want that. Despite her position, chores and the place where she was forced to reside, she was still the most beautiful among the daughters. Fortunately, she had a fairy godmother, which also helped. She won the prince with her beauty, but remained modest and humble. She didn't hold a grudge and didn't take revenge on his stepsisters although she had a chance. When they prayed for forgiveness, she was gracious and forgave them all. That way she could enjoy a life with her prince and live happily ever after.

Stepmother is an evil woman. Before the wedding, she pretended to be good, in order to win a wealthy husband and to take care of herself and daughter. She acted arrogantly toward everyone, especially toward Cinderella. She turned her into a maid. She was terribly jealous of her beauty and youth, so she gave her difficult tasks and forcing her to sleep in the ashes. Stepmother wanted to marry one of her daughters for prince, so she also tortured them. Her daughters were also victims of their mother. After Cinderella became queen, she could not bear her luck again. That's why she was expelled from the castle.

(<https://www.bookreports.info/cinderella-summary/>)

Charles Perrault Biography

Charles Perrault (1628. – 1703.) was born in Paris to a wealthy family as the seventh child. His father was very strict and imposed a particular kind of education upon him, so he decided to study law. When he finished school, he got a job in the public service.

Many consider him to be the founder of the most popular genre between children, and those are the fairytales. He took his inspiration out of folks tales. Some of them were carried mouth to mouth, and the Grimm brothers told some of them. The fairytales that Charles made famous: Cinderella, Little Red Riding Hood, Bluebeard, and Puss in Boots.

This famous writer from France published another interesting book and it is Tales of Mother Goose. It consisted out of 8 fairytales.

Charles published this work under the name of his son. His fairytales were so popular that they were screen and TV adapted. The first fairytale The Sleeping Beauty was published in 1969.

Charles was considered to be one of the most influential people in the 17th century and a fighter for the younger generations. A conflict was going on back then between the old who believed that people should stick to the traditional way of writing and the young who were fighting for a new, fresh way of writing. (<https://www.bookreports.info/cinderella-summary/>)

Conclusion

1- Always Be Kind No Matter What - A little kindness goes a long way, and no doubt Cinderella is a kind soul. Her kindness can make her seem like a pushover (especially when her evil stepmother and stepsisters are overloading her with housework!). But it actually takes a certain quiet strength to remain as kind as she does to others, be it elderly ladies who turn out to be fairy godmothers or defenseless animals. Cinderella's kindness allows her to be selfless, to remain grateful and to appreciate others. Takeaway: Help your kids

understand the importance of kindness and generosity, and remember to show other parents some kindness as well!

2- Be Brave and Take Chances - Somehow, after a long day of hard work, Cinderella still finds the courage to say, "I may be treated like a housemaid, but I deserve to go to the royal ball, too!" She takes a chance to go with her stepfamily, even though it doesn't end well. And even when that happens, she's still brave enough to risk a ride in a pumpkin carriage to spend a few short but glorious hours dancing. Takeaway: From a young age, foster bravery and fuel independence so your child will grow up to be a trailblazer.

3- Don't Let Setbacks Stop You - This lesson goes hand-in-hand with #2. Instead of staying home weeping, sweeping, and having a solo pity party after her first ball gown is ruined, Cinderella stays determined and resilient to attend the ball. So what if the magical transformation wears off at midnight? And even when the stepmother tries to prevent her from trying on the precious slipper, Cinderella still finds a way to try it on. Takeaway: Raise your child to not give up on anything when the going gets tough; instead, inspire her to keep on trying.

4- Never Stop Dreaming - There's a reason why Disney's motto for Cinderella is "Dare to Dream" and why the animated movie is anchored on the song, "A Dream Is a Wish Your Heart Makes." She believes her circumstances can change, and she doesn't give up on her dreams. So when she actually has the opportunity to change certain moments, she's already prepared to embrace them. Takeaway: It's never too early to set (achievable) goals, which can guide your child toward a happy future and well-rounded life.

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5- Believe in Yourself - Cinderella's able to keep dreaming because she believes in herself and her self-worth. She remembers her loving parents and knows she is more than the designated housemaid. Despite her tough circumstances and her difficult stepfamily, she still chooses to be kind and brave, to persevere and remain steadfast in trying to change and take charge of her life. Takeaway: Boost your child's self-esteem (but be careful to avoid narcissism) so he knows that he has the innate ability to accomplish anything!

(https://www.quora.com/What-moral-lessons-does-the-story-of-Cinderella-teach?fbclid=IwAR0_urOo9oq1nf6cR2J9nz4Pe9P1QL56WmuKzlvJx2fNM8COu6uWoJdl84Y)

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