Comparing oneself with a character from the canon may serve to illustrate to students that modern life presents similar conflicts—although events may differ—and illustrates that we all have more in common than one may assume.

**Social Studies**

In a sixth grade world cultures class, students studied traditional cultures through Cinderella variants. The teacher reviewed the familiar French fairytale *Cendrillion*, and compared it to the Grimm brothers German variant, *Aschenputtel*; these two tales are similar since they both derive from traditional European cultures. The teacher then read *Lily*, a Japanese variant, and the class compared the stories based on the nine motifs common in Cinderella tales, such as the mother dying, help from a magical agent, a test of identity, and a happy ending. Students compared the cultures based on their background knowledge and as reflected in the tales. Next, small groups of students each read a variant from a different traditional culture from Africa, Europe, Asia, and North America; charted the motifs; and prepared and presented a puppet show of their variant to their classmates (Roessing, 2012).

As a last step to compare and contrast traditional cultures as part of their world cultures studies, students were introduced to poetry in two voices. They were paired with a student who had read a different variant and tasked with writing a poem in two voices as their *Cinderella* characters. The teacher first created and presented an example based on the French and German Cinderellas (see excerpt from the poem in figure 3). Because the students’ tales were so different from each other, she next showed them an example of a two-voice poem from two very different cultures, based on *Aschenputtel* and *Lily* (see figure 4).

The students, in pairs, then wrote their own poems in two voices following the examples. The student poem about the heroines in two of the oldest variants, Yeh-Hsien, more commonly known as Yeh-Shen, from China, and Rhodopis, the Egyptian Cinderella, is seen in figure 5. While they may not appear to have much in common, readers were able to discover and analyze the importance of their similarities.

**Science**

Taking poetry into an eighth grade science class, the teacher used this method to review plate boundaries. After introducing poetry in two voices with examples from other disciplines as well as a simpler science