



APA citation	Geronimi, C., & Jackson, W. (2005). <i>Cinderella</i> . Walt Disney Home Entertainment.
Number of pages	n/a
Genre	Non-print material
Age range	4 and up
Brief summary	One of the most distinguishing characteristics of Walt Disney's classic rendition of the Cinderella tale is the clear visual contrast presented between good and evil. Not only do the characters represent one extreme or another in and of themselves, they each have an antithesis to strengthen the message. Cinderella's stepmother is paralleled with the Prince's father, the mischievous and nasty Lucifer is contrasted with the helpful, friendly mice, and the wicked stepsisters are the extreme version of kind and generous Cinderella.
Brief evaluation	<b>13/18</b> While I am a huge fan of fairy tales and I enjoy the various manipulations of classic folklore, I am also extremely critical of the genre. In contrast to the Grimm tale where the evil stepmother cuts the feet of her daughters to get the glass slipper to fit and the birds subsequently poke out the eyes of the stepsisters, the Disney version is admittedly more child-friendly. The movie is well-done and entertaining. While I am sure the singing and the animations will keep the interest of young children, some of the messages relayed in this version trouble me. One such example: Cinderella and the prince allegedly fall in love yet they never once speak a word to one another until the clock strikes midnight and Cinderella must flee.

Criteria for Evaluation	0 Does not meet curriculum standards	1 Acceptable but not a first choice	2 Satisfactory	3 Right on target!
Plot	The plot is not interesting.	The plot holds the reader's attention and engages the reader.	The plot is intriguing and enjoyable.	The plot is engaging and provides a story line that invites the viewer to keep watching!
Issue/Theme	The issue/theme is not pertinent to and/or inappropriate for the intended age group.	The issue/theme is engaging but is not handled in an impressive manner and/or does not thoroughly address the issue/theme.	The story carefully and effectively addresses a critical issue/theme for the intended age group.	The story appropriately covers relevant matters and enables the reader to critically think about his/her position on the issue/theme.
Characters	The characters are undeveloped.	The reader gets a sense of the characters and is somewhat able to get inside their thoughts and motivation but character development could be stronger.	The characters are well-developed. The reader is able to understand their motivation and behavior.	The character development is strong. The reader is able to empathize with their situations, understand their actions and reactions, and critically think about how s/he would behave in the characters' situation.
Dialogue	The dialogue is not effective and does not flow.	The dialogue strengthens the story and character development but is, at times, misplaced and overused.	The use of dialogue is appropriate and effectively provides character attributes, motivation, and assists with story development.	The dialogue is strong and the author makes careful word choices, effectively telling the story while letting the story tell itself.
Style	The style is poor, the story line unclear. It is difficult to follow the progression of events.	The style and fluency is acceptable. The reader may be confused on occasion as to sequence of events.	The style is enjoyable and the story flows in a natural, coherent progression.	The story is told well and clearly relays critical information.
Reaction & Response	The story does not provide insight or provoke independent thought, opinions, or ideas.	The story causes the reader to think about the story, characters, and theme but may send conflicting messages that are too confusing for the intended age group.	The story effectively evokes a personal reaction to the story.	The story elicits some sort of a strong emotional reaction while provoking further contemplation of the theme and guiding the reader to independent thought.