THE SNOW QUEEN

written by Hans Christian Andersen, Directed by Jon L. Egging

STUDY GUIDE
The University of Houston School of Theatre and Dance is pleased to present this study guide arranged by the first class of BFA Theatre Education majors. We hope that you find the activities, photos, and script analysis helpful as a companion to *The Snow Queen* and enriching to your classroom experience.

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**Use your QR scanning device or smartphone to learn more about The School of Theatre and Dance!**
The Snow Queen rules her magical kingdom with a heart of ice and a grip as cold as steel. When shards of an enchanted mirror fly into Cei’s eye he falls under its’ spell. He becomes cold-hearted and the Snow Queen steals him away to her far-away land.

With Cei as her helper, the Snow Queen has a chilling plan: to freeze the hearts of all living things and rule supreme over a world of snow and ice. Only little Gerda, Cei’s childhood friend, believes she can still be rescued and sets out on a life-changing journey to save Cei and defeat the Snow Queen.
Hans Christian Andersen was born in Odense, Denmark in 1805. He was the only son of Hans Andersen, a shoe maker, and Anne Marie Adersdatter.

The young Andersen lived in a fantasy world; he played with puppet theaters and wrote imaginary plays. He used to sing loudly in his garden, believing that someone might hear him and make him famous. In 1819, at the age of 14, he set out for the big city, Copenhagen, to seek his fortune.

Over the next few years, several patrons provided him with singing lessons, dancing lessons and a primary education. He attempted to write poems and plays, but was often rejected on the basis of his terrible spelling and lack of formal education.

Eventually, he studied hard and passed his university exams. Soon after, he was publishing books on poems, travels and even a well-received play.

It wasn't until 1845 that he published his first book of fairy tales. From then on, he published more stories every few years. Andersen died in 1875, an honorary citizen of Odense and a celebrated and beloved author.

"You first go through an awful lot of bad things and then you become famous!"

Did you Know?

Edmund Dulac is the iconic illustrator for many of Hans Christian Andersen’s works, including The Little Mermaid, The Ugly Duckling, and The Snow Queen.
**Meet The Characters**

**Gerda**: An anxious young girl who must learn to conquer her fears to save her best friend, Cei.

**Cei**: Gerda's best friend and the leader of his group. He is the eternal optimist until struck by the Snow Queen's glass. After that, he becomes cruel and disrespectful— the perfect servant to the Snow Queen.

**Mr. Overskou**: Gerda's father, he is a recent widower and over-protective of Gerda. As a teacher, he is often at odds with Cei's creative, free spirit.

**Mrs. Fyn**: Cei's hardworking laundress mother.

**Grandmother**: Mr. Overskou's mother and Gerda's grandmother. She is wise, protective and full of stories. She gives Gerda her favorite possession, her red boots.

**John**: A member of Cei and Gerda's group of friends. Might have a crush on Elisa.

**Elisa**: A member of Cei and Gerda's group of friends. Might have a crush on John.

**The Snow Queen**: A cruel ruler of the season of winter. She seeks to overthrow her sisters and put the world into an everlasting season of winter. She has a special eye for Cei.

**Mrs. D**: The Queen of Spring and the first to help Gerda on her journey. She is very maternal and wishes to keep Gerda with her always.

**Frederica**: The Queen of Spring and a princess on the verge of marriage. She appreciates Gerda's courage, with a twinge of jealousy.

**Robber Girl**: The Queen of Fall and a rough and tumble kind of girl. She lives in a dangerous world, but Gerda is up to the task.

**Snowdrop**: One of Mrs. D's helpers. Often falls asleep midsentence, or does she?

**Bindweed**: One of Mrs. D's helpers. Has a way of bringing people together.

**Daffodil**: One of Mrs. D's helpers. A narcissus but still capable of helping Gerda on her journey.

**JJ**: Fred's best friend and an instigator in getting him into trouble.

**Lil**: Princess Frederica's best friend, but cannot tell her no.

**Robber Mother**: The Robber Girl's mother.

**Bae**: A reindeer held captive by the Robber Girl.
We are so pleased that you have come to see the show!
To make sure that everyone has a fun time, please review some basic rules of watching a performance...

When you see The Snow Queen you are watching live theatre! It is unlike a movie theatre because the audience actually shares a common experience with the actors! So the actors and audience have a mutual responsibility to one another. Each night’s performance may be completely different, often based on the energy and reactions of their audience. If the actors find they have an audience that is listening and reacting, they will feel free to do more. An audience who seems distracted or disinterested will bring the energy level down in the space resulting in actors who are desperately trying to please or ready to give up, and the performance ultimately suffers. Be a supportive audience member!

Arrive on time. You are a member of an audience. If everyone is seated and the show has begun, you distract everyone in the theatre, actors and audience, by being seated late. Many theatres will not seat late-

Consider appropriate dress. Many theatre goers adhere to a business casual dress code for performances. Opening nights and galas often require a more formal dress code. If you are unsure what to wear, feel free to contact the theatre’s box office for advice. Keep in mind, most theatres would prefer that you attended and will not turn any reasonable audience member away. No hats.

Be aware of yourself. People have paid to see the show, not you. Every time you fumble in your pocket, open a plastic candy wrapper, text or change a status update, you have pulled someone out of the story on stage. Be considerate of your fellow audience members.

Turn off your cell phone. In a dark theatre, that cellphone light is a spotlight that no one’s eyes can avoid flitting to. And the actors can see it every time you open it. So please keep it off!

Enjoy the Show!
Objective:
The student will identify similarities and differences of geographical features in Denmark, Houston, and the description of the setting for Snow Queen.

For Teachers:

TEKS Objectives:
7th Grade: Fine Arts-113.37.3.B: create elements of scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances.
6th Grade: Social Studies-113.18.b.18.A: explain the relationships that exist between societies and their architecture, art, music, and literature.

STAAR Objectives:
8th Grade: Social Studies-10B - compare places and regions of the United States in terms of physical and human characteristics; and Readiness Standard

Materials:
Snow Queen Script pages 7-16
Internet for Research
Paper
Pencil

Pre-Assessment:
Students must be able to use a Venn Diagram to compare and contrast.

Let’s Brainstorm!

1. Divide students into groups of six.
2. Distribute three pieces of paper to each group. The headings should read: “architecture,” “setting,” and “snow” at the top of the page.
3. Each student will have thirty seconds to brainstorm everything that comes to mind when they hear these words.
4. After thirty seconds, tell the groups to “pass”.
5. Repeat steps 3 and 4 until every student in the group has had a chance to brainstorm on all three topics.
6. Combine each group’s list and discuss as a class. Each student with a paper will hand the paper to their right.
7. Discuss: What words did many of you have in common? What were some words someone else wrote down, that you did not think of?
1. Have a discussion with the class, asking the students what they know about Denmark (such as its geographic location, climate, culture, etc.), and have the students make predictions about what its architecture might look like, based on any information they know.
2. Giving each student access to the library, including books and computers, ask them to research architecture in Denmark.
3. Have them pay attention to the designs of the architecture, such as colors used, layouts, and materials used. See the notes attached.
4. After 15-20 minutes of research, give each student the Venn diagram worksheet.
5. In each individual circle, have the student write the aspects of architecture that are unique to each region. For the Snow Queen circle, the student should read over the section of the script and make note of the things mentioned in lines or stage directions that mention things pertaining to the setting of the play.
6. In the overlapping circles, the student should write down points that pertain to both or all three of the overlapping circles architecture aspects.
7. After the students are done with their Venn diagram, have the students present their findings to the class and discuss what each other have learned.

**ASK QUESTIONS AND ASSESS**

WHERE
...is Denmark found on a map?

WHAT
...colors are the houses and architectures?
...materials are the buildings made of?
...are the differences between architecture in Denmark and the architecture in your home?
...conclusions can you draw about people in Denmark from observing the architecture of their homes?
Objective:
The student will demonstrate the ability to resolve conflict using a method with specific steps.

For Teachers:

TEKS Objectives:
Reading, 5.6 (B): explain the roles and functions of characters in various plots, including their relationships and conflicts.
Science, 8.3 (A): in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, so as to encourage critical thinking by the student.

STAAR Objectives:
Science, 8.2 (B, E): design and implement comparative and experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses
Reading, 5.2 (B): use context (e.g., in-sentence re-statement) to determine or clarify the meaning of unfamiliar or multiple meaning words;

Materials:
Markers
Ruled paper,
Large Sheets of Paper
Tape
Snow Queen

ACTIVITY ONE: Word Wall

1. Split the students into groups of 3-4.
2. Tape a large piece of paper onto the board or wall and distribute markers to each group.
3. Write the title at the top of the paper: “Creating Peace”
4. Without defining the phrase, allow the students to silently respond:
   “Take a minute to think about where you have seen these words in action.”
   “Think about how these words are used in your home, with your friends, or on the news.”
5. Ask students to come to the board, one group representative at a time, and write any words that come to mind when they think of the phrase “Creating Peace.” Let the students know every honest answer is right; no judgment is being placed on the work.
   Feel Free to Prompt:
   “Think of a time when you had an argument, what words describe how you solved it?”

Think About It!

In The Snow Queen, Cei gets a bit of mirror dust in his eye, and it makes him become vain and insensitive- nothing like the caring person he was before. Before the Snow Queen comes to take Cei away, Gerda notices that Cei is acting strange, and they have an argument.

How could they create peace?

Prompt:
“What can you do to make peace?”
“What does peace look like?”
“What does peace sound like?”
Activity Two

1. Guide the class to “think like scientists,” using the completed word wall to find a method for making peace.
   
   **Ask questions to guide:**
   “How does a scientist approach a problem?”

2. Write the Scientific Method on the wall.

3. Use Hans Christian Andersen’s “The Three Little Pigs” as an example. Briefly explain the story for any students who have not read or cannot recall it.

4. Ask the students to “State the Problem” between The Big Bad Wolf and The Pigs. Make sure they brainstorm in groups and write their thoughts on a sheet of paper.

5. Ask one group representative to share his group’s ideas.

6. Tell the students to brainstorm in groups and “Gather Information” as to how The Big Bad Wolf and The Pigs might have made peace verbally. Guide them to the words on the wall for inspiration.

7. Ask the students to “Form a Hypothesis.” For elementary school students, use “If this...then that” format.

   **Examples:**
   “If the pigs suggested a solution to violence, then the wolf would calm down and listen to the solution.”
   “If the wolf listened to the pigs, then the wolf would realize he was behaving wrongly.”
   “If the wolf apologized, then the pigs would listen to him.”

Now Write a Script!

1. Distribute The Snow Queen script (page 17) to each group.

2. Direct the groups to read the conflict between Cei and Gerda.

3. Ask each group to rewrite the ending of the scene using the hypothesis they just created. The scene should end with Cei and Gerda finding a solution and resolving their conflict.

4. Have two students from each group perform the finished scenes.

**Ask Questions and Assess**

**Why**
...is it helpful to use steps, like the scientific method, to make peace and resolve conflict?

**How**
...do you think this applies differently on different scales?  
...could this method help make peace possible with your parents? What about in your school? The world?

**Think**
Beside resolving conflict, how would you use the scientific method in your everyday life?
Trash Bag Costumes

Objectives:

The student will be informed of the importance of costume design in a theatre. The student will gain the knowledge of costume design when dealing with age, gender, and personality. The student will be educated of the process of costume designing. The student will also learn basic performance skills and audience etiquette.

For Teachers:

TEKS Objectives:
Elementary School Theatre (2)(C): select movements and dialogue to portray a character appropriately.
Elementary School Theatre (3)(D): interact cooperatively with others in brief dramatizations.
Middle School Theatre (5)(A): analyze and apply appropriate audience behavior at a variety of performances.

STAAR Objectives:
6th Grade Reading (5): Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Supporting Standard

Materials:

Plastic Garbage bags (the large kitchen ones).
Scissors.
Tape.
Snow Queen Packet

Think About It!

Read to the class a character description of many characters from the Snow Queen cast. Give each student a piece of blank paper and let him or her pick a character from the Snow Queen that you just described. The student will then be asked to design a costume for that specific character and then write out why they chose that costume and what the costume would look like to someone who had never seen it before. This will require them to use many adjectives and describe in full detail the costume.

Engage The Audience

Cut a decent sized hole in the closed side of one trash bag. Then cut two holes in the sides and put the trash bag on as a dress. Show the students how silly you are. Inform them of this basic costume you made and tell them they will get to do the same thing!

Did You Know?

If you have no use for old shopping bags or paper, re-use it! This project demonstrates the power of recycling.
**Create a Costume!**

Divide the students up into even groups. Give each group one of the characters from the Snow Queen cast. Advise them that the character they are given must be a secret within the group until the end. Give each group the supplies and using the plastic bags in creative ways each group will have the chance to become a costume designer and to show off their design. Give the groups a certain amount of time to create a costume for the character they were given. The costumes must show who the character really is. The students will then pick a “model” that will wear their costume and present it to the class.

**Show Off!**

When the time to make the costume is up, have all of the students sit back down in their seats. Then one by one, each group will come up and present their costume. The rest of the class will have to guess by looking at their costume which character from Snow Queen that they were and explain how they knew that.

**Project Modifications:**

This project can be modified very easily. Let them pick their favorite character from Snow Queen and get the supplies. Be in a group with the students and help make the costume with them. Then help put the costume on them and ask them what made it special for the character they chose.

**Project Extensions:**

Have the student pick two other characters from Snow Queen. They will make a Venn Diagram and compare and contrast those two characters. They are looking at the personalities, genders, ages, etc. Then they will design the costumes of these two characters as well.
**Objective:**
The student will create their own circuit-board, and connect this understanding with how circuits work in stage lighting.

**For Teachers:**

**TEKS Objectives:**
- 7th Grade: Fine Arts-113.37.3.B - create elements of scenery, properties, lighting, sound, costume, makeup, and publicity appropriate to specific performances
- 4th Grade: Science-112.15.b.6.A - differentiate among forms of energy, including mechanical, sound, electrical, light, and heat/thermal

**STAAR Objectives**
- 5th Grade: Science-5.6B - demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound.

**Materials:**
- D Batteries
- Copper Wire
- Electrical Tape
- Light Bulbs
- Shoe Boxes
- Scotch Tape

**Before You Begin:**
- To do this lab, the student must know lab safety rules.
- For this lab, Pre-packaged circuit boards can be used, instead of separately bought batteries, wires, and light bulbs.

**Friend Circuit:**

1. Have the students form a line across the classroom.
2. Assign the first person in the line as the “battery,” and the last person as the “light bulb.”
3. Ask them to close their eyes and hold hands with the students to the left and right of them.
4. Explain to them that when you tap the first person, the “battery,” then the “battery” child will shake the hand of the next person in line.
5. Once a child’s hand has been shaken, they should shake the next person’s hand in line.
6. When the final student, the “light bulb,” feels his/her hand shaken, he/she should make a “ding” sound to show that he/she has received the signal.
7. Then, with the children’s eyes still closed, separate two of the children’s hands, and repeat steps 4 through 6 (note: the “light bulb” student will not receive the signal, because of the break in the line).
8. Have the children open their eyes, look around, and identify why the “light bulb” student never received the signal.
9. Discuss with the students how their human circuit works like an electrical circuit.

**Project Extensions:**
- Students may use crafts to create scenes within their two different ‘stage areas’ in their shoebox. These shoeboxes can then be displayed in the classroom.
How...would you compare a parallel circuit to a series circuit? (Students should mention that in a series circuit, the electricity current flows through only one path, where as in a parallel circuit, it travels through more than one path, simultaneously).

What...would result if you used a series circuit and one light went out? What if you used a parallel circuit? (In a series circuit all the lights would go out, and in a parallel circuit, only the one bulb would go out).

...is the relationship between the type of circuit used, and the brightness of the light? (Students should mention that because the current is not split up into multiple paths on a series circuit, like it is in a parallel circuit, the series circuit is brighter).

...type of circuit would you use if you were setting up a light system in a theatre? Explain why. (The most important part of this question is that the students back up their answers with an explanation, to show their understanding of the difference between different circuit types).

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**Light Box:**

1. Give each student (or each pair of students, or each small group of 3-6 students) two D batteries, two light bulbs, and four strands of 6”-8” long copper wire. Ask the students to make one light bulb light up using only one battery and two wires.

2. Then have the students attempt to make the light bulb light up when there is a break in the circuit (such as connecting the wires to an insulator at some point in the circuit, so that the connection is lost).

3. Then have the students create a circuit to light up two light bulbs using only one battery and three wires, explaining to them that this is called a series circuit.

4. Then have the students create a circuit to light up two light bulbs, where removing one wire will turn off only one light, and not the other, explaining to them that this is called a parallel circuit.

5. Ask the students to discuss with a partner or group what they found they had to do to make each of these circuits work, also making sure to discuss why the light bulb failed to light up when the students used an insulator in the circuit.

(The students should be saying something about the fact that insulators do not conduct electricity).

6. Now provide each student with a shoebox, to represent their model stage (with two holes cut in the top, to hang the light bulbs from - or provide the students with scissors to cut out their own holes, big enough for the light bulbs to stick through).

7. Have the students cut out the circles below, and cut the pre-drawn slits in the circles, in order to tape them to form cones around the lights. These cones can be used to direct the light within the shoebox stage.

8. Ask the students to use their newfound knowledge of circuits to create two separate circuits; one that will light up the left side of the box, and one that will light up the right side of the box.

**Did you Know?**

This is a simplified version of how lighting designers light up different stage areas. Sometimes plays require that some scenes take place only in one area of the stage (perhaps just center stage, or in only one corner), and sometimes they require the whole stage to be lit up at once.