

## The Snow Queen

PRE & POST-  
PERFORMANCE  
ACTIVITIES WITH  
CURRICULUM  
CONNECTIONS

Explore the  
multi-disciplinary  
and creative  
process of bringing  
characters and  
stories to life on  
stage and in the  
classroom!

## The Snow Queen



# Theatre Arts Integration School Partnerships

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**“Thank you!  
It was fun! We  
never get to do art  
for homework.”**

-Third Grade Student

Greetings!

Montgomery County Public Schools (MCPS) is excited to partner with Imagination Stage once again and share a wonderful story of friendship and personal growth in the production of *The Snow Queen*. In the seventh year of our partnership, we continue to bring exciting theatre to you and the students of MCPS. The Imagination Stage education team and our staff in Curriculum and Instructional Programs have created an intriguing theatre activity guide full of curricular activities for not only theatre, but science, math, language arts, and other contents.

I promise if you engage your students in these activities prior to and after the show, you will see your students employ a creative learning process reflective of their individuality. Students can share personal stories, personal journeys, and venture to the world of “what if.” You never know what impact a lesson may have on a student.

I hope you are as excited and intrigued as I am to see what lurks beyond the mirror.  
*Let it snow!*

Phil Barnes  
MCPS Coordinator, Instrumental Music & Theatre



**“This partnership is an experience that builds our children’s confidence, expands their creativity, connects their learning, and broadens their world.”**

–Third Grade Teacher

**Special Thanks to our Sponsors!**



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JBG Smith  
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**3,000 Title 1 third grade students participated in *Learning through Theatre* field trips in 2020!**

Visit [imaginationstage.org](http://imaginationstage.org) to learn more and to support programs such as *Learning through Theatre* today!

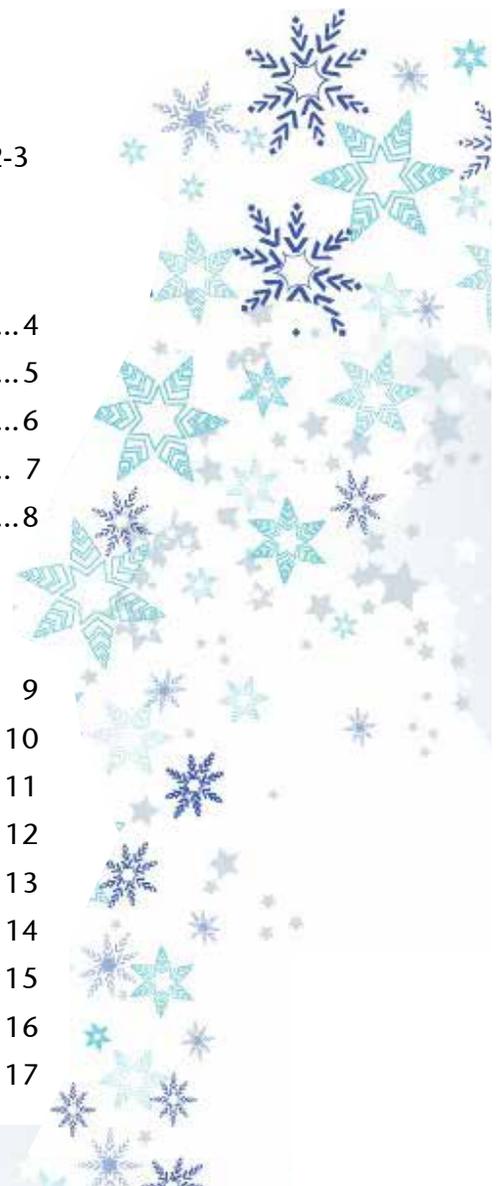
Contact Chelsey Christensen, Director of Development, at [christensen@imaginationstage.org](mailto:christensen@imaginationstage.org) with any questions.

\*\$2,500+ donors as of 2020

# The Snow Queen Activity Guide

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## VIDEOS & ACTIVITY GUIDES

### *The Magic of Theatre*

This short video takes you behind-the-scenes to see how a play is designed and produced.

### *Theatre Arts Integration* *Activity Guides*

Explore more fun and creative activities designed for our popular shows.

You’ll find even more Theatre Arts Activities including “Brain Breaks,” crafts, and games on the last page!



## Audience Hints: *The Snow Queen*

### BEFORE THE SHOW

Before you watch the virtual performance of *The Snow Queen*, look over the following audience hints. After you watch the performance review the list again. Which do you remember noticing or thinking about during the play?



### Look for...

The actors transforming ladders, dust cloths, and other objects in Grandma's attic to tell the story.

Actors who play more than one character.

The lighting changing to bring us to a different location in the story.

The Snow Queen appearing.



### Listen for...

Musical themes that go with different characters' journeys.

Bird and animal noises.

Gerda and Kai's song.



### Think about...

What does it mean to be a good friend?

What words would you use to describe our four main characters that tell our story?

How do Gerda and Kai change from the beginning to the end of the story?

# Design and Characterization

## CURRICULUM STANDARDS

### Activity Instructions

Time Required: 15-20 minutes

1. Using the worksheet on page 6, describe what Gerda is wearing.
2. Make an inference or an informed guess about Gerda using the character trait bank to complete the statement, “I think Gerda is \_\_\_\_\_ because she is wearing \_\_\_\_\_.”
3. Repeat with Kai, Angorra, and Kragen.
4. After seeing the play, go back to your responses. Which characters do you think you made correct inferences about? Which ones were different than you expected?

### ARTS INTEGRATION

Costume design and visual art brings character traits from a story to life.

READING: LITERATURE 2.3.A.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

READING: LITERATURE 2.3.C.7

Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

### CONTEXT FOR EXPLORATION THE COSTUME DESIGNER

Costume Designers work to communicate the story through the design of clothing, hair, and makeup looks for each character in the play. They must use their research skills to plan looks that fit the setting and themes of the play. After research, costume designers spend time drawing, sewing, or searching for the right costume for each character.



*Imagination Stage Costume Shop*

### Costume Character Traits

On this sheet you will see four costume renderings from *The Snow Queen* by Costume Designer Alysha DeVries. Look at the drawings and, using the character trait bank, make inferences about these characters. Based on their costumes, what do you think they are like?

#### Character Trait Bank:

Kind Brave Bossy Smart Honest Shy Selfish Caring Rude Hard-working  
Moody Harsh Polite Independent Lazy Lonely Proud Friendly Playful



I think  
**Gerda** is  
\_\_\_\_\_  
\_\_\_\_\_  
(character trait)  
because she is  
wearing:



I think  
**Kai** is  
\_\_\_\_\_  
\_\_\_\_\_  
(character trait)  
because he is  
wearing:



I think  
**Angorra** is  
\_\_\_\_\_  
\_\_\_\_\_  
(character trait)  
because she is  
wearing:



I think  
**Kragen** is  
\_\_\_\_\_  
\_\_\_\_\_  
(character trait)  
because he is  
wearing:

# Tracking Snowfall

## CURRICULUM STANDARDS

### Activity Instructions

**Time Required: 15-20 minutes**

Make a bar graph about the average amount of snowfall in March during the last four years in Baltimore (2017-2020), using the data chart below.

Based on the data from the last four years, make a prediction about the total amount of snowfall for March 2021 in Baltimore.

**Science:**

3-ESS2-1:

Earth's Systems: Represent data in tables and graphical displays to describe typical weather conditions expected during a typical season.

3-ESS2.D:

Weather and Climate: Scientists record patterns of the weather across different times and areas so they can make predictions about what kind of weather might happen next.

**2017-2020 Average Amount of Snowfall in Baltimore, MD**

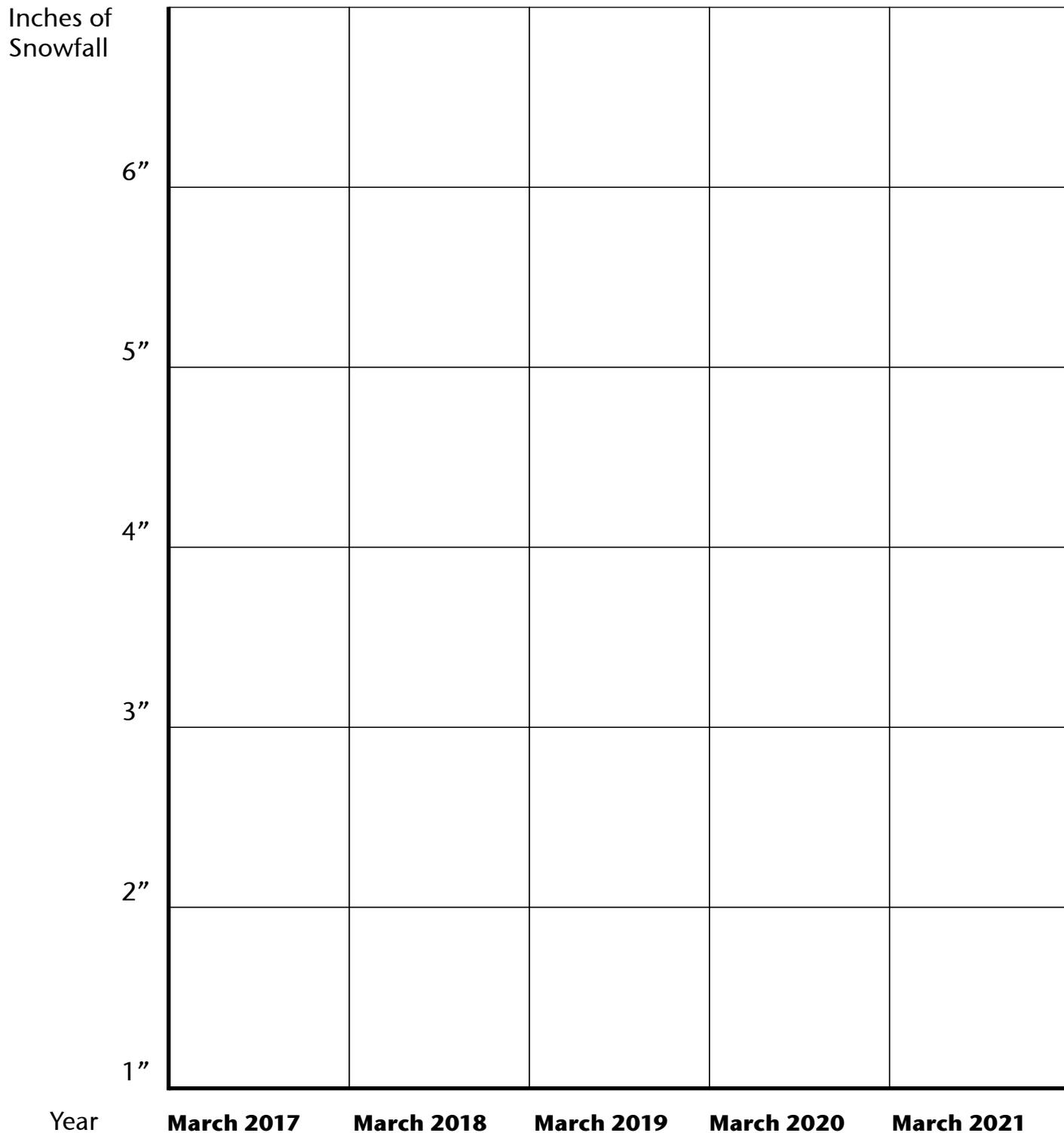
YEAR	AVERAGE AMOUNT OF SNOWFALL Rounded to nearest inch
March 2017	2"
March 2018	6"
March 2019	3"
March 2020	0"

**Data Chart from 2017-2020**

## Tracking Snowfall

Using the data chart on page 7, create a bar graph using the grid below of the average amount of snowfall in March from 2017-2020 in Baltimore, Maryland.

Then, using the data, make a prediction about the average amount of snowfall in March 2021 and include it in your bar graph.



# Spotlight on Story

## CURRICULUM STANDARDS

### ARTS INTEGRATION

Take inspiration from the performance to produce original creative writing.

## Activity Instructions

**Time Required: 20-30 minutes**

### *The Tale of My Missing Friend*

In *The Snow Queen*, Gerda goes on a journey to find her missing friend Kai and gets help from objects that come to life like the river and the flowers. Imagine you were looking for a missing friend and write a story about how you find them using the story organizer on page 10 and the following directions:

1. Using the worksheet on page 10, decide on a common and familiar place to set your story in. Some examples might include a grocery store, a playground, or a park.
2. Think of some objects you might find in your chosen setting. These objects will come to life in your story (just like the river and the flowers in the play) to help you find your missing friend.
3. Use at least three temporal words or phrases from the word bank in your story.
4. Once you have finished writing your story, do a dramatic reading for your family or someone in your home, or record yourself performing your story.

#### English Language Arts:

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.C: Use temporal words and phrases to signal event order.

#### Theatre Arts:

MCPS Theatre Framework- Anchor Standard 6, Grade 3: Share an informal or formal, theme-based and scripted, theatrical work for an audience and engage in shared reflections.

MCPS Theatre Framework- Anchor Standard 8, Grade 3: Work independently to create a character for a scene.

## Story Organizer

Setting: (Where will your story take place?) \_\_\_\_\_

Characters: (You are the main character!) \_\_\_\_\_

Objects: (Pick at least two\*) \_\_\_\_\_

\*You need some objects from your setting that will come to life to help you find your friend.

Beginning: \_\_\_\_\_

---

---

---

Middle: \_\_\_\_\_

---

---

---

End: \_\_\_\_\_

---

---

---

### Word Bank:

Before    Later on    First    Then    Meanwhile    Next    Finally    After    At last

# A Set of Fractions

## CURRICULUM STANDARDS

### ARTS INTEGRATION

Use spatial reasoning and drawing to visualize fractions.

#### Math:

3.NF.1: Understand a fraction  $\frac{1}{b}$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $\frac{a}{b}$  as the quantity formed by  $a$  parts of size  $\frac{1}{b}$ .

3.G.2: Partition shapes into parts with equal areas. Express the areas of each part as a unit fraction of the whole.

#### Theatre Arts:

MCPS Theatre Framework-Anchor Standard 1, Grade 3: Imagine and communicate ideas for costumes, props, and sets for a drama/ theatre work.

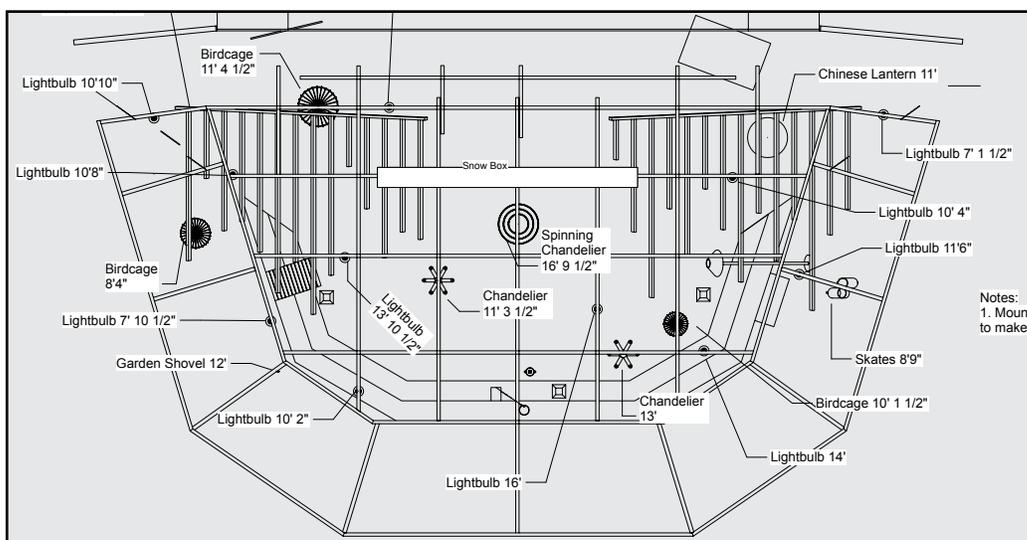
## Activity Instructions

**Time Required: 20-30 minutes**

Through this activity, you will take on the job of set designer to create a new set for *The Snow Queen*! Using the worksheet on page 12, you will use your knowledge of fractions to follow the Director's Rules about the requirements for the set.



The Snow Queen set design rendering by Ali Mark



The Snow Queen set design overhead schematic by Ali Mark

### CONTEXT FOR EXPLORATION SET DESIGNER

Set designers bring the environment of the play to life! Working in tandem with the show's director, a set designer takes into consideration literal aspects of the story's setting such as geography, time period, and number of set changes, as well as artistic elements of the script such as theme, genre, and cultural influences. They may begin their process by drawing inspiration from photos and illustrations, and later make blueprints and to-scale models of their design. Set designers must have vast technical, mathematical, and artistic knowledge.

# A Set of Fractions

My Name: \_\_\_\_\_

You are the **Set Designer** for *The Snow Queen*. Draw your set on the stage below using a pencil. Pay close attention to the director's rules! One stage unit is equal to one square.

**DIRECTOR'S RULES:**

1/4 of the stage units should be pieces of the broken mirror, but no parts of the mirror can be downstage.

**How many units are pieces of broken mirror? \_\_\_\_\_**

1/2 of the stage should be empty to allow actors to move around.

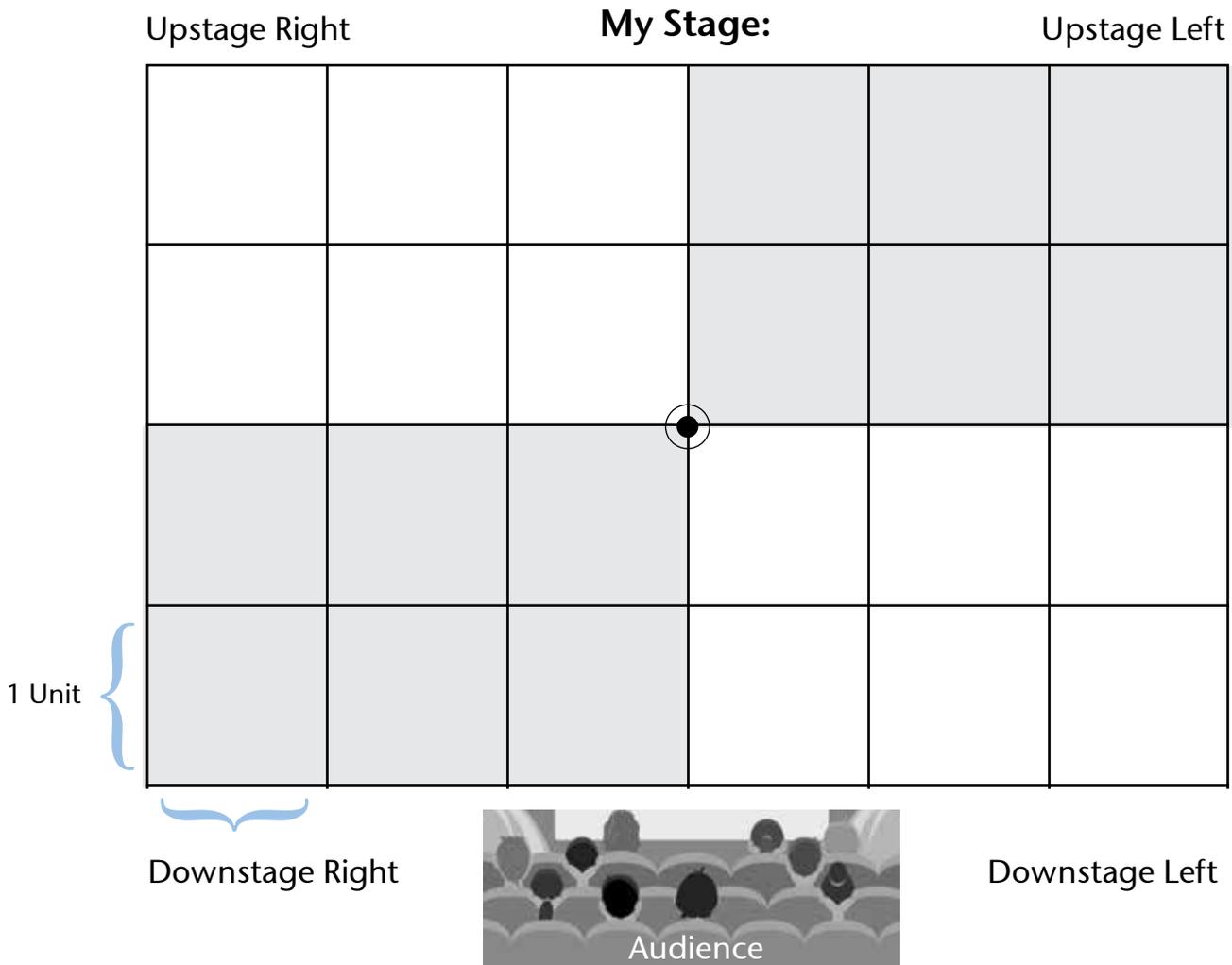
**How many units are empty? \_\_\_\_\_**

The set should have a river upstage left that is 2 units in size.

**Challenge:** Complete the fraction of the stage the river takes up in two ways:  
 \_\_\_\_ /24 or \_\_\_\_ /12

The stage should have a space for Gerda's house that only touches upstage right.

**Challenge:** How many units does Gerda's house touch? \_\_\_\_



# Changing Characters

## CURRICULUM STANDARDS

### Activity Instructions

**Time Required: 20-30 minutes**

In *The Snow Queen*, you may have noticed that some of the actors play multiple roles in the story. In order to play multiple characters, they need to transform their body and voice in order to convince the audience they are someone else.

The actor that plays Kai, Charles Franklin IV, also portrays the roles of an evil magician, a daffodil, a prince, and a reindeer. Using a mirror and a camera, a phone camera, or a tablet/computer camera, take pictures of yourself posing as each of these characters. These photos are called “**selfies.**”

When creating your poses, think about what character traits represent each character and see how you can use your body to make each pose unique. Then, choose three character traits that represent you. Create a pose for each one and take selfies.

Pose/ Photograph 1: Kai

Pose/ Photograph 2: Evil Magician

Pose/ Photograph 3: A Daffodil

Pose/ Photograph 4: A Prince

Pose/ Photograph 5: A Reindeer

Pose/ Photograph 6: A selfie – you with your first character trait in mind

Pose/ Photograph 7: A selfie – you with your second character trait in mind

Pose/ Photograph 8: A selfie – you with your last character trait in mind

Choose your favorite image of yourself and **draw a self-portrait** in the space on page 14.

#### Visual Art:

MCPS Visual Art Framework, Anchor Standard 1, Grade 3: Act on creative ideas to develop personally meaningful compositions through observation, imagination, or memory.

#### Theatre Arts:

MCPS Theatre Framework, Anchor Standard 1, Grade 3: Work independently to create a basic character analyses.

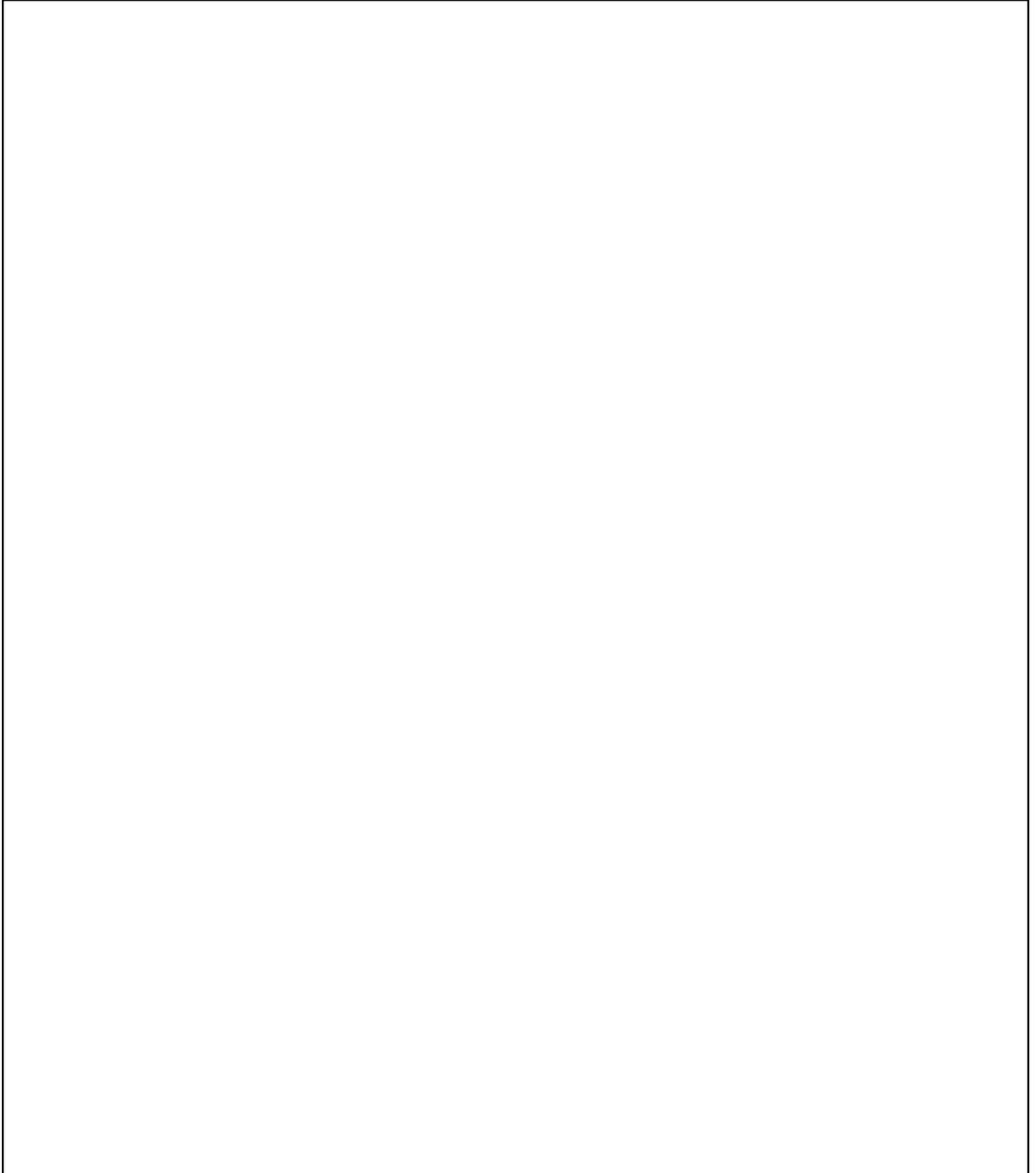


#### CONTEXT FOR EXPLORATION THE ACTOR

Actors are people who get up on stage and perform a play. For *The Snow Queen*, our actors need to be able to quickly change costumes, their bodies, and their voices to portray multiple characters during the performance.

## My “Selfie” Portrait

Choose your favorite selfie you took of yourself posing as one of your character traits as inspiration to draw a self-portrait in the space below.

A large, empty rectangular box with a thin black border, intended for the student to draw a self-portrait based on their chosen character trait.

# Everyone's a Critic!

## CURRICULUM STANDARDS

### ARTS INTEGRATION

Writing is a great way to process and analyze a performance.

## Activity Instructions

Time Required: 30-40 minutes

A critique is an evaluation of a performance of a show. Now that you have seen *The Snow Queen*, we want to know what you think!

On page 16, use the outline for a five-paragraph critique and the following questions to guide your writing. Then, create an oral recording of your critique to share with your classmates.

Questions to consider as you write your critique:

- How did the play explore the theme of good versus evil?
- How do the production elements (the set, costumes, lighting, sound) create the world of *The Snow Queen*?
- How does the play connect to your life and experiences?

#### English Language Arts:

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

#### Theatre Arts:

MCPS Theatre Framework-Anchor Standard 3, Grade 3: Reflect and critique on technical artistic choices and implement innovative ideas to refine choices to better reveal theme.

MCPS Theatre Framework-Anchor Standard 7, Grade 3: Identify artistic choices and explain personal aesthetic reactions to a theatrical experience.

### CONTEXT FOR EXPLORATION THE CRITIC

A critic sees plays and musicals and writes a review. The review, or critique, tells readers what they liked or didn't like about the play. This helps people to make a choice about whether or not they want to see the play. A critic has to write about a lot of aspects of theatre including the actors' performances, the scenery, costumes, lighting, sound, the script, and the overall direction. They can be brutally honest, but it helps both the artists and the audience if the critic tells the truth about a play.

Remember to:

1. Write about what you observed or noticed and back up all your opinions with valid reasons.
2. Be objective, fair, and sincere.
3. Evaluate the entire production.
4. Be constructive. Indicate good points along with those you felt needed improvement.

## PARAGRAPH 1—THE BASICS

Who: the playwright, director(s), and actors  
 What: the title of the play  
 Where: the name of the theatre  
 When: the date you saw it  
 Why: the basic theme of the show

*Include the answers to the five Ws:*

W  
 W  
 W  
 W  
 W

## PARAGRAPH 2—THE PLOT

How well did the story work?  
 Was it interesting, entertaining?

*Briefly summarize the plot of the show:*

## PARAGRAPH 3—THE ACTING

Use their real names and character names  
 Were they believable?  
 Did they stay true to the character?

*Reactions to the performers playing the characters in the play:*

## PARAGRAPH 4—THE DESIGN

LIGHTS: Did they convey appropriate mood, emphasis, and brightness?

SOUND: How did the sound effects and music contribute to the show's mood?

COSTUMES AND MAKEUP:  
 Were they true to the characters?

SET: Did it establish a definite mood and time period for the play?

LIGHTS:

SOUND:

COSTUMES  
& MAKEUP:

SET:

## PARAGRAPH 5—THE REACTION

What is the play's effect on the audience?  
 What was your opinion of the show as a whole?

*Reactions to the play as a whole:*

# Looking for More Fun Theatre Arts Activities?

Check out these FREE resources: mini classes, interactive experiences, videos, and more for all ages!

## Online Performances and Videos

The Magic of Theatre

<https://www.youtube.com/watch?v=fOYP7mZpDOQ&feature=youtu.be>

Stories Alive Video and Activity:

*Anansi and the Moss Covered Rock*

<https://vimeo.com/479938799>

Stories Alive Video and Activity: *The Mitten*

<https://vimeo.com/480113145>

Stories Alive Video: *The Hairy Toe*

<https://vimeo.com/470214239>

Stories Alive Video: *Hansel and Gretel*

<https://vimeo.com/470209093>

## Theatre Activities

Theatre & Improv Games

<https://imaginationstage.org/fun-theatre-improv-games-to-play-with-your-family/>

Climb Into a Story

<https://imaginationstage.org/climb-into-a-story-during-covid-19/>

## Dance “Brain Break” Activities

Bollywood Dance

<https://imaginationstage.org/from-our-stage-to-your-home-learn-bollywood-dance-steps/>

Hip Hop Dance

<https://imaginationstage.org/learn-dance-moves-from-zomo-the-rabbit/>

## Craft Activities

Tie-Dye with Sharpies

<https://imaginationstage.org/tie-dyeing-with-sharpiers/>

Build Your Own Castle

<https://imaginationstage.org/build-your-own-castle-model/>



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