



Arts Education for Young People

## The Snow Queen

### TEACHER GUIDE

Kupferberg Center Performances

The Teacher Guide is a convenient source of background information, mini-lessons, and pre- and post-concert activities that coordinate with the performance and Student Guide to encourage learning across the curriculum. Most activities can be easily adapted to suit different age groups. This Guide supports the "Blueprint for Teaching & Learning in the Arts," and includes City and State Learning Standards. Click on the URL's to link directly to suggested websites. Feel free to reproduce these materials, as well as Student Activity Pages that may be posted on this website.

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Please send documentation (photographs, compositions, etc.) of class activities based on this guide so we can share your successes with other schools attending Revelations performances. Thanks!

#### ABOUT THE ARTISTS

The Hudson Vagabond Puppets, under the artistic direction of founder Lois Bohovesky, tours nationally and internationally, performing for children and their families in concert halls, theaters, and schools. Ms. Bohovesky has designed and built hundred of puppets. She studied puppetry with Bill Baird, dancing with Eric Hawkins, and has worked at Henson Associates, where she built puppets for *The Great Muppet Caper*. In addition to directing Hudson Vagabond Puppets, Ms. Bohovesky presents workshops on puppet manipulation, construction, character study, and improvisation. Visit Hudson Vagabond Puppets at [www.hvpuppets.org](http://www.hvpuppets.org).

#### GET READY FOR THE SHOW

Read a version of "The Snow Queen" to your students, and guide them through the following activities, adapting them to suit your grade level, as class or take-home activities.

☞ On-line Text: <http://hca.gilead.org.il/>

*Site includes chronological listing of stories with full texts (click to access), biography, web links, etc.*

#### CURRICULUM FOCUS: LANGUAGE ARTS

**Activity 1: Read "The Snow Queen" (and other tales) by Hans Christian Andersen**

**NYC English Language Arts Learning Standard: 1b**

**Coordinate with Student Guide: "Once Upon A Time" and "Hans Christian Andersen"**

**Activity 2: Create a Character Web**

**NYC English Language Arts Learning Standard: 5a**

**Teaching Point: We can learn about how characters change and grow in a story by how they act, what they say, and by what other characters say about them.**

**Coordinate with Student Guide: "What's in a Story?"**

Here are possible responses for the character web, in addition to those listed in the Student Guide.

**GERDA**

**Determined** (Old Witch couldn't stop her search)  
**Trusting** (followed a crow, hoping it would help her)  
**Innocent** (befriended the Robber Girl)  
**Courageous** (ventured through cold, unfamiliar lands)  
**Faithful** (resisted many temptations and never gave up)

**KAY**

**Dependent** (needed Gerda to help him)  
**Innocent** (couldn't recognize evil)  
**Unfaithful** (love not strong enough to withstand magic)  
**Caring** (returns with Gerda to their garden)

**SNOW QUEEN**

**Powerful** (took what she wanted)  
**Fair** (let Kay go as promised and gave him skates)  
**Selfish** (didn't care how others felt)  
**Lonely** (no one loved her)

**Activity 3: Create a Storyboard**

**NYC English Language Arts Learning Standard: 5a**

**Teaching Point:** We can learn about a story by charting the plotline on a storyboard.

Use class discussion to focus on the plot and how it advances. Together, select three pivotal scenes (beginning, middle, end). Here are some discussion questions:

- ❶ Where does the story take place? ❷ How would you illustrate the different places?
- ❸ What event started the action? ❹ What problems did Kay face and how did he solve them?
- ❺ Why do you think the author used the word ETERNITY? ❻ What problems did Gerda face, and how did she solve them? ❼ How does the story end?

Now give each child a sheet of drawing paper that has been folded into thirds and ask students to illustrate those scenes, adding one or more descriptive words or sentences.

**Language Arts Extension Activities:** Read other Andersen folk tales with your class. Develop character webs or storyboards for each tale. Compare the written stories with movie versions with which children are familiar. Have children write reviews comparing the two versions. How do the versions complement each other or add something different? Have children write a script based on a favorite tale. Assign roles and let children act out their show using popsicle stick puppets.

**CURRICULUM FOCUS: THEATER**

**Activity: Play Creative Drama Games**

**NYC Arts Learning Standards: 1 and 2**

**Blueprint for the Arts: Theater: Theater Making**

**Teaching Point:** We can learn about the characters in the story by exploring them through drama games.

Divide your class into small groups and assign each group one scene from the story of *The Snow Queen*. Ask each group to create a *tableau* (still image) using all the members of their group to depict their assigned part. Ask them to think about the characters in each section of the story and how these could be created physically without any props. Ask them to consider using different levels - low to the floor, medium, high. This will help to make the pictures more visually interesting and can also help to say something about the characters; for example, a powerful character like the Snow Queen might tower over everyone. The group can make suggestions as to how and where each character should stand, or take turns being "sculptors," physically molding the people making up the picture to

the group's suggestions. Once the tableau is formed, one student can photograph the image, upload it on the computer and print it out to share, or to put on the bulletin board with the accompanying storyboard.

*Extension:* Each tableau can develop into a short movement sequence that describes the main action, moral or key idea in that part of the story.

### **Activity 2: Here Comes the Snow Queen!**

The class sits on chairs in a circle. Going around the circle, assign one of these character names to each person: Gerda, Kay, Crow, Reindeer, Robber Girl. Remove 1 chair. That person enters the center of the circle and calls out, "Here Comes \_\_\_\_\_(one of the 5 names)!" The students who were assigned that name have to swap chairs, while the student in the middle tries to steal one of the seats. The person left without a chair goes in the middle and continues the game, by calling out a new name. At any time during the game, the teacher can call out, "The Snow Queen is coming!" and then everyone must swap chairs!

## **CURRICULUM FOCUS: VISUAL ARTS**

**Activity:** Make simple puppets

**NYC Arts Learning Standards:** 1 and 2

**Blueprint for the Arts: Visual Arts: Art Making**

**Teaching Point:** We can retell a story by making puppets of the characters in the story.

**Popsicle Stick Puppets:** These are fun, easy and quick to make: ❶ Draw the characters on paper or photocopy them from illustrations from a book or the Internet ❷ Color the drawings and cut them out. ❸ Glue or tape them onto popsicle sticks. ❹ Use a desktop or shoebox for a stage. ❺ Place puppets in dramatic play center or as a small group activity while another group is doing guided reading.

📄 [www.makingfriends.com/puppet\\_making.htm](http://www.makingfriends.com/puppet_making.htm) Visit for more ideas about puppet crafts

## **CURRICULUM FOCUS: MUSIC**

**Activity:** Learn about string instruments by listening to music used in the performance.

**NYC Arts Learning Standard:** 3

**Blueprint for the Arts: Music: Making Connections**

**Teaching Point:** Listen carefully for the sounds the stringed instruments make. Listen for the high sounds and the low sounds.

"The Snow Queen" is performed to *Concerto Grosso, Opus 6, No. 8* (also known as the "Christmas Concerto") by the Italian composer Arcangelo Corelli (1653-1713). He was born near Bologna 33 years after the Pilgrims set sail on the Mayflower for America. Corelli was a prominent violinist and composer of instrumental music in the 1700s, and developed techniques for playing violin that are still used today. The *Concerto Grosso*, which has been adapted for an all-strings ensemble for this performance, is a good example of the Baroque musical style. (Available on "Concerti Grossi Op.6, Nos. 7-12" Naxos Cat. # 8.550403.)

Invite a student, parent or teacher who plays the violin to demonstrate their instrument in class. Identify parts of the instrument. Discuss the science of sound and how vibrating strings create sound. How does size of the instrument change the sound? Arrange a display of books and recordings in class in the listening center.

📄 [www.centrum.is/hansi](http://www.centrum.is/hansi) Click on "Sounds" and scroll down to find audio samples for violin and cello.

## CURRICULUM FOCUS: SCIENCE

NYC Science Learning Standards: Physical Science Concepts: S1a

NYC Arts Learning Standard: 1, 2

Blueprint for the Arts: Visual Art: Art Making


NYS Mathematics, Science and Technology: 4 - Living

Activity 1: Make a snowflake using borax.

Coordinate with Student Guide: "Make An Amazing Crystal Snowflake"

You can assign this as a take-home activity or do it in class as a science experiment. Predict what will happen to the Borax when the water cools. Try it with sugar to make rock candy snowflakes!

 [www.its.caltech.edu/~atomic/snowcrystals/](http://www.its.caltech.edu/~atomic/snowcrystals/) Lots of information and activities on snow crystals and snowflakes.

 [www.picadome.fcps.net/lab/currl/weather/winter.htm](http://www.picadome.fcps.net/lab/currl/weather/winter.htm) Great educational and activity links

 [www.papersnowflakes.com/index.html](http://www.papersnowflakes.com/index.html) Good source for snowflake patterns.

### Activity 2: Self-Sticking Snowflake

You will need:

- \* A snowflake pattern (get ideas from a book or website)
- \* Dimensional fabric paint that squeezes out of a bottle
- \* Glitter
- \* Zip-lock plastic baggie



Put the snowflake pattern in the plastic baggie and zip shut. On the outside of the baggie, trace the snowflake pattern with the fabric paint. While it is still wet, sprinkle with glitter, and then carefully shake off excess. Let dry. When completely dry, peel the snowflake off the baggie and stick it onto a shiny surface like a refrigerator or glass window, where everyone can see it!

### Activity 3: Research Reindeer.

NYC Science Standards: Life Science Concepts: 2a, b, c, d

Use web resources to discover reindeer facts. Make a mobile of reindeer facts with illustrations.

 <http://www.asij.ac.jp/elementary/projects/3-s/webgame/tamaki/title.htm>

### Bookshelf

Coordinate the snowflake activities with read-aloud books:

*Dream Snow* by Eric Carle. Philomel, 2000.

*Snow* by Uri Shulevitz Farrar, Straus and Giroux (BYR): 2004

*Grandmother Winter* by Phyllis Root. Houghton Mifflin, 2004

*When it Starts to Snow* by Phyllis Gershator. Amazon, 1998

*Snowflake Bentley* by Jacqueline Briggs Martin. . Houghton Mifflin, 1998

*Snowflakes in Photographs* by W.A. Bentley. Dover, 2000

*The Snow Queen* by Hans Christian Andersen illustrated by Vladyslav Yerko, ABH: 2006.

