



The Snow Queen Study Guide

Use this Study Guide to enhance the educational experience of this show

All About A.C.T. **For Youth**

A.C.T. For Youth is an acclaimed professional touring theatre company based in Orlando, FL.

Each year, the Atlantic Coast Theatre performs hundreds of shows for students across the U.S.A.

ACT For Youth's high-quality educational programming is recognized nationally by theatres, schools, art councils, libraries, and festivals-
not to mention the thousands of children & families who see A.C.T. shows each year!



Atlantic Coast Theatre For Youth has been awarded placement on:

- ~Florida State Touring Roster~
- ~Hillsborough County Artist Roster~
- ~SC Arts Commission Roster Of Approved Artists~
- ~Raleigh/Wake County, NC United Arts Roster~

www.atlantic-coast-theatre.com

Hans Christian Anderson

(Florida Standards Connections: LAFS.K.SL.1.2, LAFS.1.RI.1.1, LAFS.2.RI.1.1, LAFS.3.RI.1.1, LAFS.4.RI.1.2, LAFS.5.RI.1.2)*



Hans Christian Anderson is one of the most loved and cherished authors in history. He is famous for writing Fairy Tales. We still tell his beautiful stories today in visual art, books, cartoons, movies, and music.

Hans was born in the Scandinavian country of Denmark in 1805.

Although he started his career as an actor, Hans Christian Anderson soon began writing as his main profession.

Even after his death in 1872, his works have remained popular around the world. Some of his most famous fairy tales include:

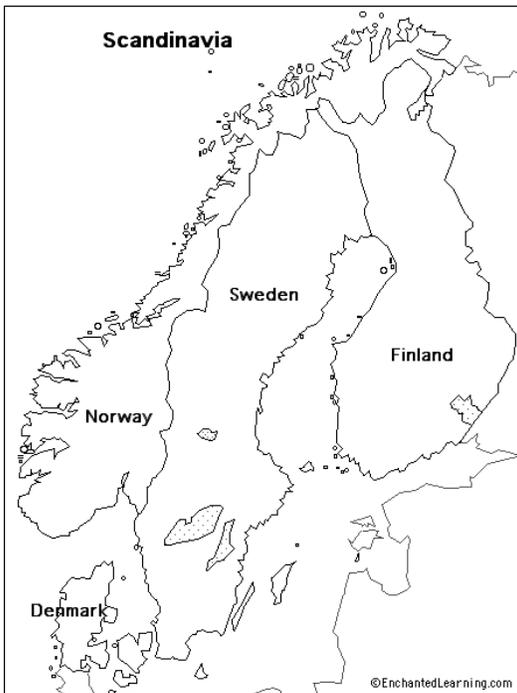
*The Emperor's New Clothes,
The Ugly Duckling, and
The Little Mermaid*

~THE SNOW QUEEN~

The Snow Queen is a rich and exciting fairy tale by Hans Christian Anderson.

The tale was one of his longest with many sections that span multiple locations and times. Although quite a challenge to read, The Snow Queen is a beautiful and adventurous fantasy story following a girl named Gerda. She is searching for a boy named Kay who has been enchanted by the Snow Queen. While on her journey, she encounters many lively characters.

Hans Christian Anderson's fairy tales were often lovely stories which talked about the important feelings humans experience. The Snow Queen certainly follows that format since it teaches about how people choose to see the world. It asks if you choose the warmth of love and kindness, or if you choose to freeze and close your heart to the world around you.



Scandinavia

(Florida Standards Connections: SS.K.G.1.2, SS.1.G.1.2, SS.2.G.1.1, SS.3.G.1.1, SS.4.G.1.4, SS.5.G.1.2)

The play THE SNOW QUEEN is set in Scandinavia- a section of Europe consisting of several countries including: Norway, Sweden, Denmark, Finland, and Iceland

FIND THESE COUNTRIES ON A GLOBE

Above The Arctic Circle

Gerda must search for Kay in the Far North of Scandinavia- above the Arctic Circle. This cold northern area of Norway, Sweden, and Finland is called Samiland (Lapland).

In Samiland, native indigenous people called the Sami have herded reindeer and kept their traditions alive through sharing their history with their families and with others.

Since the Sami people had no written language, they were masterful storytellers! One of the ways that they told their stories and expressed emotions and thoughts were through songs! They called this special kind of song a JOIK!

“Joiking” sounds a bit like the chantings of Native Americans- but it is special and unique to the Sami people.

This historical kind of story singing is still practiced by the Sami people today!

Positive Outlook -VS- Negative Outlook

(Florida Standards Connections: LAFS.K.W.1.2, LAFS.1.W.3.8, LAFS.2.W.3.8, LAFS.3.W.1.2, LAFS.4.W.1.2, LAFS.5.W.1.2)

One of the very special lessons of THE SNOW QUEEN explores how people view the world we live in.

In this worksheet, write a sentence about the subject first with a negative outlook, and THEN write a sentence with a positive outlook.

How are our words powerful in relation to our emotions?

The blue sky is covered in clouds today.

Negative Outlook:

Positive Outlook:

My family is having guests over for dinner.

Negative Outlook:

Positive Outlook:

HOW CAN WE HELP OUR FRIENDS WHEN THEY ARE HAVING A HARD TIME SEEING THE POSITIVE?

VOCABULARY

(Florida Standards Connections: LAFS.K.L.3.4, LAFS.1.L.3.4, LAFS.2.L.3.4, LAFS.3.L.3.4, LAFS.4.L.3.4, LAFS.5.L.3.4)

Troll-	A mythical creature from old Scandinavian mythology and fairy tales
Looking Glass-	A magnifying glass or telescope - Sometimes mirrors are called looking glasses too
Bidding-	An order or demand a person must follow
Crow-	A large black bird, often known as a Raven
Robber-	A person who steals things
Assist-	To help someone do their work
Samiland-	The far northern arctic section of Norway, Sweden, and Finland in Scandinavia where the native Sami people have lived for thousands of years
Herder-	A person who looks after and takes care of livestock (animals) in an open area of land
Reindeer-	Deer living in the tundra and the arctic regions of the world
Joiking-	The singing of stories by the Sami native people
Sledge-	A snow sled pulled by reindeer

Before The Show Activities

- You will be seeing a live theatre production. What are the differences between a play and a movie or television? How is it different to view each type? What kinds of theatre manners should be used when watching a play? (Florida Standards Connections: TH.K.S.1.1, TH.1.O.3.1, TH.1.S.1.1, TH.2.C.2.2, TH.2.S.1.1, TH.3.O.3.1, TH.3.S.1.1, TH.4.S.1.1, TH.5.H.3.2, TH.5.S.1.1)

- Research Hans Christian Anderson and his famous Fairy Tales. With a partner, discuss any you have heard before. Which of his fairy tales have you seen in movies or books? Discuss their themes, characters and settings. What are the similarities between his stories and characters?

(Florida Standards Connections: LAFS.K.SL.1.1, LAFS.K.SL.1.2, LAFS.1.SL.1.1, LAFS.1.SL.1.2, LAFS.2.SL.1.1, LAFS.2.SL.1.2, LAFS.3.SL.1.1, LAFS.3.SL.1.2, LAFS.4.SL.1.1, LAFS.4.SL.1.2, LAFS.5.SL.1.1, LAFS.5.SL.1.2)

After The Show Activities

- Our play The Snow Queen is an adaptation from the original Hans Christian Anderson fairy tale. Our version is very close to the original even though it has some differences. The Disney movie, FROZEN, is also very loosely based on the story, but departs quite dramatically from Hans Christian Anderson's plot. Compare and contrast the two adaptations of The Snow Queen. How are they alike? How are they different? (Florida Standards Connections: LAFS.K.RL.3.9, LAFS.1.RL.3.9, LAFS.2.RL.3.9, LAFS.3.RL.3.9, LAFS.4.RL.2.6, LAFS.5.RL.3.9)

- Gerda goes on a big adventure to save Kay. Write an adventure story where you travel to help one of your friends who is having a problem. What are you saving your friend from?

(Florida Standards Connections: LAFS.K.W.1.3, LAFS.1.W.1.3, LAFS.2.W.1.3, LAFS.3.W.1.3, LAFS.4.W.1.3, LAFS.5.W.1.3)

- The Snow Queen's mask and her movements are important elements of this show. Create your own mask to represent a character. Use your body's movements to make the character come to life.

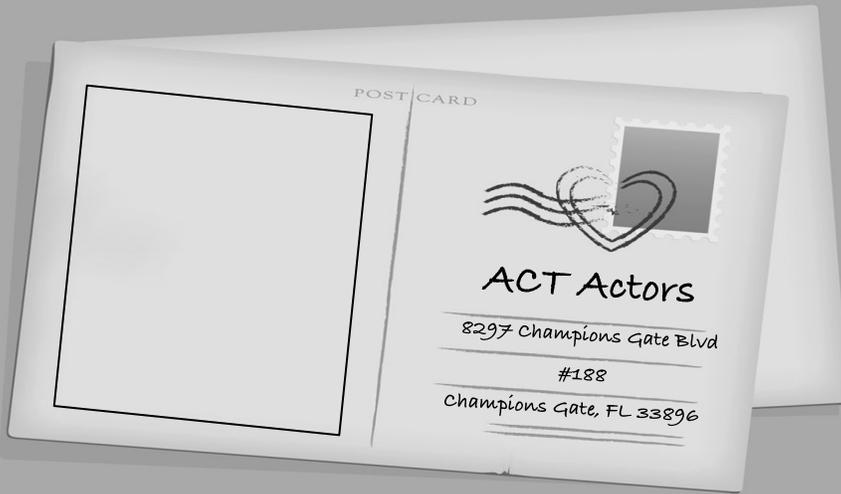
(Florida Standards Connections: VA.K.S.1.2, TH.K.S.2.1, VA.1.S.1.3, TH.1.S.3.1, VA.2.S.3.1, TH.2.S.3.1, VA.3.S.3.1, TH.3.S.3.1, VA.4.S.3.1, TH.4.S.3.1, VA.5.S.3.1, TH.5.S.3.1)

- How does each character in the play help Gerda find Kay. Why are they important? How do the people we meet in our life influence our own journey- how do they help us find our way?

(Florida Standards Connections: LAFS.K.RL.3.9, LAFS.1.RL.3.9, LAFS.2.RL.1.3, LAFS.3.RL.1.3, LAFS.4.RL.1.3).

A.C.T. For Youth loves to receive letters from our audience!

(Florida Standards Connections: LAFS.K.W.1.1, LAFS.1.W.1.1, LAFS.2.W.1.1, LAFS.3.W.1.1, LAFS.4.W.1.1, LAFS.5.W.1.1).



YOU CAN SEND US

~A DRAWING~

~WHAT YOU LEARNED~

~YOUR FAVORITE PART~

**Your Opinions Count!
They Help Us When
We Write
New Shows!**

You will write letters all of your life!

You will write letters in school, to correspond with friends and family, and for your job one day!

It is very important to know how to write a good letter.

Your teachers may want you to write your letter in a proper letter-writing style or format.

Here is an example of one style!

A.C.T. For Youth
8297 Champions Gate Blvd. #188
Champions Gate, FL 33896

Dear Audience:

The Atlantic Coast Theatre For Youth would like to thank all of you for showing us such fantastic audience manners during the show! Everyone was so respectful during the performance. You laughed when things were funny, but you were also able to quiet back down so that everyone could hear. I don't think that we heard anyone talking while the actors were on stage. That was great! You made our job so much fun.

Thanks so much! You were wonderful!

Sincerely,

Don Gruel & Noel Holland

Send your letters to:

Atlantic Coast Theatre For Youth
8297 Champions Gate Blvd. #188
Champions Gate, FL 33896

The Snow Queen

Florida Standard Connections

Hans Christian Anderson History pg. 2

LAFS.K.SL.1.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LAFS.1.RI.1.1: Ask and answer questions about key details in a text.

LAFS.2.RI.1.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.3.RI.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.4.RI.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

LAFS.5.RI.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Scandinavia Map Search pg. 3

SS.K.G.1.2: Explain that maps and globes help to locate different places and that globes are a model of the Earth.

SS.1.G.1.2: Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.

SS.2.G.1.1: Use different types of maps (political, physical, and thematic) to identify map elements.

SS.3.G.1.1: Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

SS.4.G.1.4: Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

SS.5.G.1.2: Use latitude and longitude to locate places.

Positive Outlook vs Negative Outlook pg. 4

LAFS.K.W.1.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

LAFS.1.W.3.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

LAFS.2.W.3.8: Recall information from experiences or gather information from provided sources to answer a question.

LAFS.3.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LAFS.4.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LAFS.5.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Vocabulary, pg. 5

LAFS.K.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

LAFS.1.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

LAFS.2.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

LAFS.3.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

LAFS.4.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

LAFS.5.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Before the Show Activities #1, pg. 6

TH.K.S.1.1: Demonstrate appropriate audience behavior at a live performance.

TH.1.O.3.1: Compare a play to an animated movie that tells the same story.

TH.1.S.1.1 Exhibit appropriate audience etiquette and response.

TH.2.C.2.2 Describe how an actor in a play, musical, or film creates a character.

TH.2.S.1.1 Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

TH.3.O.3.1 Compare the characteristics of theatre to television and movies.

TH.3.S.1.1 Demonstrate effective audience etiquette and constructive criticism for a live performance.

TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.5.H.3.2 Compare theatre to other modes of communication.

TH.5.S.1.1 Describe the difference in responsibilities between being an audience member at live or recorded performances.

Before the Show Activities #2, pg. 6

LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

LAFS.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LAFS.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LAFS.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

After The Show Activities #1, pg. 6

LAFS.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

LAFS.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories.

LAFS.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

LAFS.3.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

LAFS.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

LAFS.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

After The Show Activities #2, pg. 6

LAFS.K.W.1.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

LAFS.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

LAFS.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

LAFS.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

LAFS.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

After the Show Activities #3, pg. 6

VA.K.S.1.2 Produce artwork influenced by personal decisions and ideas.

TH.K.S.2.1 Pretend to be a character from a given story.

VA.1.S.1.3 Create works of art to tell a personal story.

TH.1.S.3.1 Use simple acting techniques to portray a person, place, action, or thing.

VA.2.S.3.1 Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.

TH.2.S.3.1 Create imagined characters, relationships, and environments using basic acting skills.

VA.3.S.3.1 Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.

TH.3.S.3.1 Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.

VA.4.S.3.1 Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.

TH.4.S.3.1 Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.

VA.5.S.3.1 Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

TH.5.S.3.1 Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.

After the Show Activities #4, pg. 6

LAFS.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

LAFS.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories.

LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.

LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Letters From Our Audience, pg. 7

LAFS.K.W.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

LAFS.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

LAFS.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

LAFS.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.



All About The Actors

Noel Holland & Don Gruel

You will be seeing professional actors!
That means they act for their jobs!
An interesting fact about the actors:
They started acting when they were YOUR age!



NOEL HOLLAND– I cannot remember a time when I was not singing. As a child, I would sing to anyone who would listen– if nobody was there to hear, I would sing to myself! I started acting and dancing because I loved performing on stage. My sister and I would put on plays for our parents in the living room! When I was in middle school and high school, I decided that I wanted to be a performer. After I graduated college with a degree in music, I became a professional actor- working for theatres all over the country. Now, I have my dream job– owning a theatre. I am so proud to be a part of the Atlantic Coast Theatre For Youth. It gives me all kinds of opportunities to sing, act, write songs, and use my imagination. I so enjoy creating shows that children love because I loved theatre and music so much when I was a child!



Noel & her little sister, Meredith, putting on a play for family.



Don as the Easter Bunny in his 3rd Grade School Play

DON GRUEL– I grew up in Beaufort, South Carolina. When I was little, I would make up plays using my “Star Wars” Action Figures as the actors. I started doing school plays when I was in Kindergarten, but my first play outside of school I was in the musical OKLAHOMA when I was 10 years old. I really liked the feeling of being able to pretend to become other people in other places. I kept doing plays throughout Middle School & High School and decided to study Theatre in college. I graduated from the University Of South Carolina in 1993 and have worked in professional theatre ever since. I have always loved using my imagination. As an actor, I get to be creative every single day.

You can try acting too!

Get involved in a play at school or in your community!