



The B Street Theatre
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Teacher's Guide

Snow White and Rose Red

By Dave Pierini

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BEFORE THE PLAY

SYNOPSIS

A wandering troupe of actors spins the heart-warming tale *Snow White and Rose Red*: two sisters divided by grief when their mother mysteriously disappears with their fortune. An exhausted father tries to teach them teamwork by literally tying them together and sending them into the woods to work. There, they rescue the rich, ungrateful dwarf, who has banked on stealing from others, including Snow White's mother. When he catches Snow White trying to steal his gold, he threatens to curse her until Rose Red and their mysterious forest friend come to the rescue. Hearts will be warmed by this inspired tale of love and magic.

THEATRE TERMS

VISUAL & PERFORMING ARTS
3.0 Historical & Cultural Context

Make sure you know the following terms so you can use them later.

SCRIPT: The written play that tells actors what to say and what to do.

ACTORS: The people who say the words and do the actions on stage.

CHARACTER: The person or thing that an actor pretends to be or portrays.

DIRECTOR: The person who tells the actors how to say the words and how to do the actions.

SCENERY or the SET: The backdrops, furniture, and other pieces that show the audience where the play is happening.

COSTUMES or WARDROBE: The clothes and other things an actor wears to show who they are.

PROPS: The things that actors use (such as a book or broom) during the play.

SOUND: The sound effects (like a doorbell or thunder) that help to tell the story.

LIGHTING: The lights that help the audience to see the actors and scenery on the stage.

THEATER: The place where a play is performed. It is from the Greek word *THEATRON*, which means "watching place".

THEMES: Classic Literature, Character Counts, Friendship, Family Fun, Trust, Teamwork, Reconciliation

DISCUSSION QUESTIONS

LISTENING & SPEAKING 1.0 Strategies: Comprehension
K:1.2 3:1.3 4:1.1 5:1.2

LISTENING & SPEAKING 1.0 Strategies: Organization and Delivery of Oral Communication

1:1.4 2:1.6 5:1.5

VISUAL & PERFORMING ARTS

1.0 Artistic Perception

1. What is the difference between a play and a movie?
2. Introduce the terms listed in the Theatrical Terms list provided. Can you give examples of these terms from plays or movies you've seen?
3. What does it mean to adapt a story into a movie or play?
4. Have you ever been to a play where the actors talked to the audience? Why did they do this?
5. If you have siblings, what kinds of things do you say to them? Do you say nice things or mean things? Why?
6. What do you do show the people you love that you love them?

DURING AND AFTER THE PLAY

DURING THE PLAY

AUDIENCE BEHAVIOR

While watching a live theatre performance, it is important to sit quietly and listen. It does not mean that you need to be silent. Be sure to laugh at the funny parts (or cry at the sad parts), and certainly applaud at the end! Actors love it when an audience is involved with the show by actively watching and listening.

DISCUSSION QUESTIONS:

LISTENING & SPEAKING 1.0 Strategies: Comprehension

K:1.2 3:1.3 4:1.1 5:1.2

LISTENING & SPEAKING 1.0 Strategies: Organization and Delivery of Oral Communication

1:1.4 2:1.6 5:1.5

VISUAL & PERFORMING ARTS

1.0 Artistic Perception

4.0 Aesthetic Valuing

5.0 Connections, Relationships, Applications

1. This show had two sets of characters: the actors, and the characters that the actors played. How could you tell the difference during the performance?
2. Refer back to the Theatrical Terms list on page 3. What examples of these terms did you find in the play?
 - a. What did you think of the scenery, costumes, and props? Did they help you understand the stories that were told? Why or why not?
 - b. How did the music or sound effects used during the show help you understand the stories being told?
2. In theatre, actors who talk directly to the audience are said to be “breaking the fourth wall,” as if they performed in an invisible box with a wall between them and the audience. The actors cannot talk to each other unless they break through the wall between them and the audience. What examples of this did you see during the play? Why did the actors “break the fourth wall?”
3. What themes did the playwright develop throughout the play? How were these themes developed?

CLASSROOM ACTIVITIES

SPELLING

VISUAL & PERFORMING ARTS
5.0 Connections, Relationships, Applications

Activity 1: Word Magic

READING: Phonemic Awareness
K:1.9-11,13 1:1.4-6 2:1.5

Say the following words from the play aloud:

rose snow white red bear dwarf

1. Count the number of sounds in each word.
2. Identify the initial, medial, and/or final parts of each word.
3. Identify long and short vowel sounds.
4. How many rhyming words can you find for each?
5. Do any of these words have a plural form?

Vocabulary

VISUAL & PERFORMING ARTS
5.0 Connections, Relationships, Applications

Activity 2: For the Love of Words:

The following words can be used in discussion of the play and in other activities.

READING 1.0: Vocabulary and Concept Development

2:1.10 3:1.7-8 4:1.3-4,6 5:1.2,4 6:1.2

LISTENING & SPEAKING: 1.0 Strategies: Organization and Delivery of Oral Communication
3:1.7

- | | | |
|---------------|--------------|-----------------|
| 1. refuge | 6. insidious | 11. civil |
| 2. cottage | 7. restless | 12. torment |
| 3. barter | 8. denizen | 13. hospitality |
| 4. mysterious | 9. consume | 14. respite |
| 5. trial | 10. solace | 15. tarnish |

Use a DICTIONARY to do the following:

- a. Define the words and identify their parts of speech
- b. Divide each word into syllables and identify roots, prefixes, and suffixes. Can you add any prefixes or suffixes to make different words?
- c. Do any of these words have multiple meanings? Describe the different meanings
- d. See if you can use any of these three words in a sentence

During the play, Father refers to Bear as “our ursine guest.” *Ursine* is an adjective that can be used to refer to a bear or someone or something with bearish qualities. The following words can serve the same function: have your students look up these words, find examples, and use them in a sentence.

canine feline equine lupine

CLASSROOM ACTIVITIES

Activity 3: What Would You Do?

WRITING: 2.0 Applications

1:2.1 2:2.1 3:2.1 4:2.1 5:2.1

LISTENING AND SPEAKING: 2.0 Applications

K:2.3 1:2.1-2 2:2.2 3:2.1 4:2.1 5:2.1

Use one of the following prompts as the basis for a written story and/or an oral presentation:

- A. Have you ever helped someone you didn't like the way Rose and Snow did? What did you learn from the experience?
- B. Snow wants to be a princess when she grows up. What do you want to be and how will you achieve this goal?

Present to the class. Be sure to mention important places, people, and things.

LISTENING AND SPEAKING

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

LISTENING AND SPEAKING: 1.0 Strategies:

Organization and Delivery of Oral Communication

LISTENING AND SPEAKING: 1.0 Strategies:

Comprehension

Listen carefully to your classmates' presentations and ask them questions. Which of your classmates' businesses would you use?

WRITING

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

WRITING: 1.0 Strategies: Organization and Focus, Penmanship

WRITING: 1.0 Strategies: Evaluation and Revision

2:1.4 3:1.4 4:1.10 5:1.6 6:1.6

Be sure to revise and edit what you write.

Activity 4: Rave Reviews!

WRITING: 2.0 Applications

4:2.2 5:2.2 6:2.4

Reviews give insightful and critical opinions on plays and help people decide if they want to go see the play or not. Write a review that gives your honest opinion of B Street's production of *Snow White and Rose Red* that tells why people should or should not go see it. Be sure to:

1. include a short summary of the play
2. mention actors who performed well (or badly) and any outstanding design features (scenery, costumes, lighting, sound)

Activity 5: It's Your Turn!

LISTENING AND SPEAKING: 2.0 Applications

3:2.2

LITERARY RESPONSE AND ANALYSIS

2:3.2

VISUAL AND PERFORMING ARTS

2.0 Creative Expression

Write your own adaptation of the Brothers Grimm's *Snow White and Rose Red* or another classic children's story of your choosing as a play. See if you can put your own spin on the story by telling it from a different character's perspective, setting it in a different time or place, or changing the ending.

Present your play to the class. Why did you choose to retell the story the way you did?

Activity 6: Sincerely, Me

WRITING: 2.0 Applications

2:2.2 3:2.3 5:2.4 6:2.5

LISTENING AND SPEAKING: 2.0 Applications

3:2.1 5:2.1 6:2.4

Write Snow or Rose a letter! You can use some of the following prompts or one of your own:

- A. Help Rose understand why Snow is so angry. Suggest some ways she can help.
- B. Help Bear find what she is looking for. Give her clues or remind her of what she has forgotten.

Share your letter with the class. For persuasive letters: were you convinced to act the way the letter instructed? Why or why not?

CLASSROOM ACTIVITIES

HISTORY

HISTORY AND SOCIAL SCIENCE

Continuity and Change 3.2; California: a Changing State 4.2

United States History and Geography: Making a New Nation 5.1:2

World History and Geography: Ancient Civilizations, Medieval and Early Modern Times

VISUAL & PERFORMING ARTS

3.0 Historical and Cultural Context

5.0 Connections, Relationships, Applications

Activity 7: Telling Tales

Throughout history, different cultures all over the world have passed down stories called folktales, fairy tales, legends, and fables from generation to generation. These stories teach important lessons, impart cultural values, and help explain things about the world that are hard to understand, such as:

- How should people treat each other?
- What are the consequences when we help someone?
Hurt someone?
- Why do some people act the way they do?
- How strong can love and family relationships be?

Find a folktale, fairy tale, legend, or fable popular in a culture or time period that you have been studying that answers one of the questions above (or one of your own). Discuss the following in groups or as a class:

- What is the story trying to teach?
- What do we need to know about the people who told this story in order to understand it the way they did?
- Why did they/we need to hear this message?

Activity 8: Traveling Troupes

For almost as long as we have told stories, we have had storytellers like those in *Snow White* and *Rose Red* to tell them to us. Below are listed some of the major traditions in traveling theatrical performance throughout the world. Have your students research one or more of the topics below and answer the questions that follow.

Ancient Greek mime troupes and storytellers	Medieval European troubadours	Italian mime and Commedia dell'Arte troupes
Ancient Indian theatre troupes	Traveling troupes of the Song and Yuan dynasties	Noh Theatre and the origins of Bunraku and Kabuki
Native American storytellers	Early American barge performers and vaudeville	

- How many actors performed in the troupe? Could women perform?
- What were their performances like? Did they memorize a text or improvise?
- What kinds of stories did they tell and why?

CLASSROOM ACTIVITIES

ANTI-BULLYING AND CHARACTER COUNTS

HISTORY AND SOCIAL SCIENCE

A Child's Place in Time and Space 1.1

People Who Make a Difference 2.3.2

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

7

Anti-Bullying Thematic Questions for *Snow White and Rose Red*

1. Which characters in the story are bullies? Which characters get bullied?
2. What do the characters do to bully each other? Why are these types of behavior unacceptable?
3. According to the play, why did some characters mistreat others? How do you think the characters who bullied others felt about themselves?
4. How did the characters who were bullied react? What did they do to stop others from mistreating them? How else could they have reacted?
5. As seen in the play, people can change—they can learn from their mistakes, find a different outlook on life, and put difficult or traumatic events behind them and move forward.
 - a. Which characters in the play changed and how did they change?
 - b. Did this change affect the way they treated other people? How so?
6. How does your personality, mood, or stress level affect the way you treat people around you? What can you do to make sure that you do not mistreat others even when you are angry, sad, frustrated, or stressed?

Character Counts Thematic Questions for *Snow White and Rose Red*

Trust:

1. What characters from the play would you trust?
2. What characters from the play would you not trust? Why?
3. What would have happened if...
 - a. Snow White had believed Rose Red when she said she didn't remember what happened to their mother?
 - b. The Father hadn't trusted the Bear enough to let her into his home?
4. Have you ever had someone refuse to believe you? What can you do to make sure that people trust what you say?
5. Actors who work together to tell stories must trust each other. What would a play performed by actors who don't trust each other look like?

Friendship and Teamwork:

1. Why is it important to have friends? What does it mean to be friends with family members?
2. What does it mean to be a good friend? What does it mean to be a bad friend?
3. What does it mean to work together as a team? Name some examples of good teamwork and bad teamwork you saw during the show?
4. The actors had to work as a team in order to present the story. Think of a time when you had to work with a team to meet a goal:
 - a. Did you have a leader? How did this person become the leader and why?
 - b. How did your team decide what to do? How did you divide tasks?
 - c. Were you satisfied with your results? Why or why not?

RESOURCES & ADDENDA

FURTHER READING & LEARNING

Electronic Resources

Grimm's Fairy Tales by Grimm Brothers: Snow-White and Rose-Red

<http://etc.usf.edu/lit2go/175/grimms-fairy-tales/3182/snow-white-and-rose-red/>

Theatre History Online <http://www.theatrehistory.com/index.html>

Folklore and Mythology: Electronic Texts (by subject and author)

<http://www.pitt.edu/~dash/folktexts.html>

Web Activities

Discovering Fairy Tales: A Myths, Folktales, and Fairy Tales Activity

<http://www.scholastic.com/teachers/activity/discovering-fairy-tales-myths-folktales-and-fairy-tales-activity>

Fractured Fairy Tales: A Writing with Writers Activity

<http://www.scholastic.com/teachers/activity/fractured-fairy-tales-and-fables-writing-writers-activity>

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READING

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-Penmanship: 6

-Evaluation and Revision: 6

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LISTENING AND SPEAKING

1.0 Strategies

-Comprehension: 3, 4, 6

-Organization and Delivery of Oral

Communication: 3, 4, 5, 6

2.0 Applications: 6

HISTORY AND SOCIAL SCIENCE

A Child's Place in Time and Space: 8

People Who Make a Difference: 8

Continuity and Change: 7

California: A Changing State: 7

Making a New Nation: 7

Ancient Civilizations: 7

Medieval and Early Modern Times: 7

VISUAL AND PERFORMING ARTS

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2.0 Creative Expression: 6

3.0 Historical & Cultural Context: 3

4.0 Aesthetic Valuing: 4

5.0 Connections, Relationships,

Applications: 4, 5, 6, 7, 8

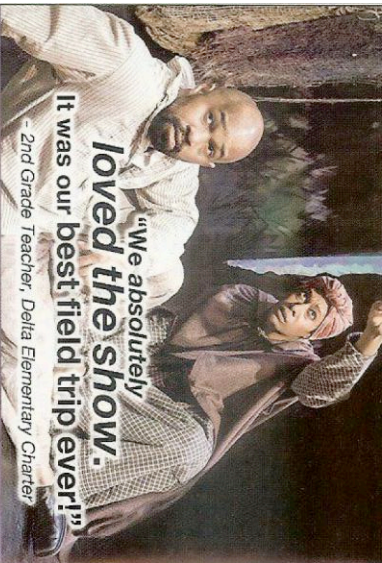
For the Love of Words

Word Search

Find these words in the word search.

- | | | |
|---------------|--------------|-----------------|
| 1. refuge | 6. insidious | 11. civil |
| 2. cottage | 7. restless | 12. torment |
| 3. barter | 8. denizen | 13. hospitality |
| 4. mysterious | 9. consume | 14. respite |
| 5. trial | 10. solace | 15. tarnish |

i e r r e r u s v o z y g i g
h n e i p m o p l h t p d f z
y w s q y l u n c i i x w s a
t q t i a r n s l n v m y w b
n i l c d b e a n e z i n e d
e y e r d i t f e o z i c y k
m r s o u i o q u a c t q z l
r j s o p k x u y g a m n u c
o q m s h l z r s d e u u o e
t b o b e g x w y v d t t t b
z h x k j w e x d z w t i a a
m y s t e r i o u s a p r z r
t a r n i s h j l g s r j h t
p u r l a b o h e e l f d p e
l a i r t q q x r g y h p n r



- 2nd Grade Teacher, Delta Elementary Charter

SCHOOL MATINEES

(You come to us!)

September 30 – November 7, 2014

The Flying Machine

Travel back in time and bear witness to the death-defying adventures of the Wright Brothers at Kitty Hawk as they dazzle the world with their new invention: The Aeroplane!

November 18 – December 19, 2014

Snow White and Rose Red

The delightful Grimm's fairy tale about two sisters and the enormous bear they befriend will enchant kids of all ages, just in time for the Holidays.

February 17 – March 27, 2015

Dia de los Cuentos

Four hilarious, touching and sometimes spooky classic folk tales are brought to life with music and dance in a celebration of California's deep Hispanic influence.

April 28 – June 5, 2015

The Celebrated Jumping Frog of Calaveras County and Other Tales

Mark Twain's wit and wisdom leap from the stage in this delightful presentation of tales from America's favorite humorist.

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B STREET THEATRE OUTREACH & EDUCATION 2014-2015

"...the students were left with the sense that they could write a play.

They were **empowered** to try."

- 5th Grade Teacher, Peter Shields Elementary

WORKSHOPS & RESIDENCIES

(We come to you!)

Playwriting Workshops

"INTRODUCTION TO PLAYWRITING"

Single 90-minute Playwriting Workshop

"PLAYWRITING TOWARDS PRODUCTION"

Three 90-minute Playwriting Workshop Series

Working cooperatively in groups, students:

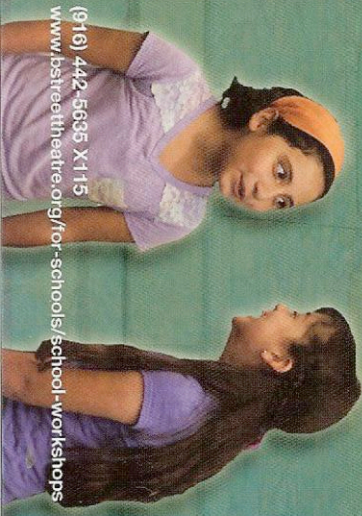
- Learn basic outline and story structure!
- hone creative writing and performance skills!
- Submit scripts for B Street Playwriting contests!

After-School Theatre Workshops

Working with B Street's teaching artists, students:

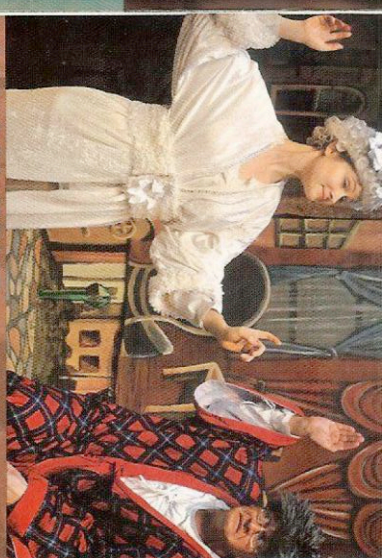
- Learn theatre games and exercises!
- Develop performance skills!
- Perform plays from B Street's catalogue of scripts!

Workshop series culminates with a performance for invited guests and friends!



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www.bstreettheatre.org/for-schools/school-workshops



SCHOOL TOUR

(We come to you!)

November 3 – 26, 2014

Science-sationally Savvy Days

Be in the know! Discover how most or all of our daily activities are based on science!

December 1 – 19, 2014

Science-sationally Savvy Days with a Twist

The B Street School Tour performers add our traditional holiday twist to these scientifically filled days!

January 12 – February 27, 2015

Queens & Kings, Jokers & Jacks

Historical adaptations of Medieval and Ancient History inspired and submitted by students of all ages.

March 16 – June 5, 2015

Fantasy Festival XXIX

The winning plays of our annual playwriting contest for kids. Behold the extraordinary results of putting a professional theatre's staff at the service of young writers' talents.

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www.bstreettheatre.org/for-schools/school-tour