

## **Examining the Similarities and Differences between Disney’s “Frozen” and Hans Christian Andersen’s “The Snow Queen”**

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### **Rationale/Objective**

When I began this seminar in *Stories in Performance: Drama, Fable, Legend, and the Oral Tradition*, I was interested in pursuing Greek mythology and learning more about the Greek gods and goddesses. I read many books on Greek mythology over the past few months to try and lock down a story to focus on for my children, and I picked “Hercules”. I figured if Disney created a movie and then a cartoon TV series about Hercules I should be able to create lesson plans for my second graders. That was not very easy to do, and I became very frustrated when I tried to find a way to teach Hercules and Greek mythology without it being too “dark” for my students. So, I thought to myself what kind of story would keep the interest of both the boys and the girls, and I had an “ah-ha moment”. Many of my second grade girls have “Frozen” book bags, folders, and shirts. They are often singing the theme song “Let It Go” during recess, so I went in a new direction using an old fairy tale titled “The Snow Queen” by Hans Christian Andersen, and I’m going to connect it to the modern day Disney fairy tale “Frozen”. There is still some darkness to “The Snow Queen”, but it is not as disturbing as the Greek stories.

Kathleen H. Wilbur Elementary is a K-5 school in the Colonial School District. Our school has about 1,200 students making us one of the largest elementary schools in Delaware. I teach 22 second grade students at Wilbur. I have 11 girls and 11 boys. In my classroom there is a combination of regular education students, along with students diagnosed with ADHD, and Social/Emotional issues. There is a combination of low-socio economic students, as well as, some students that come from affluent areas in the New Castle and Bear areas. Due to this mix of students it is necessary to build background knowledge on fairy tales from our past. How can a fairy tale written many years ago be connected to the modern day fairy tale produced by Disney that my students are watching? That is what I wanted to examine.

### **Content**

Hans Christian Anderson is a beloved writer of children's literature. He has written stories such as "The Ugly Duckling", "The Little Mermaid", "The Nightingale", "The Emperor's New Clothes", and "The Snow Queen". His stories are presented through lessons of virtue and resilience in the face of adversity for its readers. I am interested in using the story "The Snow Queen" as my inspiration to bring the Disney animated story "Frozen" alive in my classroom. "Frozen" was a 2013 box office favorite among both children and adults. Since so many of my children have seen the movie and are familiar with the story line, I felt it would be fun and entertaining to bring a well beloved storyline to life. I will read aloud the original Hans Christian Anderson story "The Snow Queen" to my students, and we will take a look at the story elements. After analyzing the story elements we will compare and contrast "The Snow Queen" to the beloved "Frozen" movie. In the performance part of this unit I will have the children performing the story "Frozen" for another second grade class. We will make face masks, and discuss the way the characters move, act, and present themselves to their audience.

"The Snow Queen" is a Danish fairy tale. It was first published on December 21, 1844. The story centers on the struggle between good and evil as experienced by Gerda and her friend, Kai. This story is one of Andersen's longest and most beloved stories. It is included in many illustrated storybooks for children to this day.

In the story there is an evil troll that has a magical mirror that distorts the appearance of everything it reflects. It will only show the bad and ugly aspects of people and things, and fails to show the beauty and goodness of people and things. One day the mirror fell and shattered into many pieces. When these pieces got into the eyes and heart of a person that person only saw ugliness, and their heart froze like a block of ice.

Many years later, there was a little boy named Kai and a little girl named Gerda who lived next door to each other. Each of their families grew vegetables and roses in window boxes. Kai and Gerda became the best of friends, and often played in their window boxes together.

Kai's grandmother tells them about the Snow Queen. The Snow Queen rules over the snowflakes. One day Kai sees the Snow Queen outside his window, but he pulls back from the window in fright.

One summer day, Kai's heart and eyes get splinters from the troll mirror in his eyes while he is playing outside with Gerda. Kai becomes very cruel and mean. He destroys the window boxes, he is cruel to his grandmother, and he acts uncaring towards Gerda,

since everything around him appears ugly and bad. The only thing that he sees as beautiful is tiny snowflakes.

That winter when Kai goes outside to play in the snow he is drawn toward a woman in a white fur-coat. She reveals herself to Kai and kisses him. The first kiss numbed him from the cold. The second kiss made him forget about Gerda and his family. If she kissed him a third time it would kill him. The Snow Queen takes Kai to her palace. His family thinks that he has died at the nearby river. Gerda is heartbroken, and goes out looking for him. Gerda goes down by river and offers her new red shoes to the river in exchange for Kai. The river lets her know that Kai did not drown. Next, Gerda goes to visit an old sorceress with a beautiful garden of eternal summer. While there she learns that Kai is not dead.

Gerda meets a crow, who tells her that Kai is in the princess's palace. The prince and princess provide Gerda with a coach to go find Kai. While traveling in the coach Gerda is captured by robbers and brought to their castle. She becomes friends with a robber girl, whose pet doves tell her that Kai has been captured by the Snow Queen. A reindeer tells Gerda that he can take her to the Snow Queen's palace.

As the reindeer and Gerda travel north to the Snow Queen's palace they make a stop at Finn woman's house. The Finn woman tells the reindeer that Gerda has a unique power to save Kai with her sweet and innocent child's heart. The innocence and purity of her heart will help her gain access to the Snow Queen's palace and free Kai.

At the Snow Queen's palace Gerda is unable to enter due to the snowflakes that are guarding it. Gerda prays the Lord's Prayer, which causes her breath to take the shape of angels. These angels help Gerda enter the palace by resisting the snowflakes. Gerda finds Kai on a frozen lake, which is also called the "Mirror of Reason", where her throne sits. Kai is trying to make words from pieces of ice. If he is able to make the word "eternity" than the Snow Queen will release him from her power. Gerda runs up to Kai and kisses him. Gerda weeps warm tears on him that melt his heart. Kai then starts to cry which dislodges the splinter from his eye, so he becomes cheerful again and he recognizes Gerda. Kai and Gerda dance around the lake happily and the pieces of ice form the word "eternity". Kai and Gerda leave the Snow Queen's palace, and return back to their home.

When Kai and Gerda return home they find that they are now grown up and it is once again summertime. The grandmother reads a passage from the bible: "Assuredly, I say to you, unless you are converted and become as little children, you will by no means enter the Kingdom of Heaven" (Matthew 18:3).<sup>1</sup>

I find it interesting how the story references the Bible with the Lord's Prayer, and a passage from Matthew. It makes me wonder if any other early fairy tales written by Hans Christian Andersen also uses references to the Bible. What is the significance in that? Does he find that parents will use these stories as lessons for their children? We saw in the story "The Snow Queen" how good does overcome evil, and how love can win over evil. Another lesson within the story is the lesson of perseverance by Gerda to continue to look for Kai no matter what. Gerda never gave up and kept looking for Kai.

In the Story "Frozen" Elsa is the Princess of Arendelle and she has special powers, with which she is able to produce ice, frost and snow at will. She uses her special ice making powers to create a magical ice and snow landscape inside the castle. She accidentally injures her younger sister, Princess Anna, while playing in the magical snowy landscape. Elsa goes to her parents, the King and Queen of Arendelle, to let them know about the accident. The King and Queen, seek help from the troll king, who heals Anna and removes her memories of Elsa's magic. The King and Queen separate the girls inside the castle, not allowing Anna and Elsa to play together any more. Elsa needs to learn to control her powers, so she spends most of her time alone in her room. The separation causes a rift between the girls as they grow up. The King and Queen take a trip on the ocean and die during a storm leaving the girls as orphans when they are teenage girls.

The kingdom prepares for Elsa's coronation as Queen when she becomes of age. The Duke of Weselton, one of the guests invited to the castle, seeks to exploit Arendelle for profit. Princess Anna is so excited to be allowed out of the castle and she explores the town with much enthusiasm. She meets Prince Hans of the Southern Isles, and the two quickly develop a mutual attraction. Elsa is very apprehensive about her coronation, and the fact that her ice powers will be discovered, especially when she has to remove her gloves. During the reception, Hans proposes to Anna, and she accepts his marriage proposal. However, Elsa refuses to grant her blessing and forbids their sudden marriage. When the two sisters argue about the marriage proposal Elsa's magical powers are exposed as she has an angry outburst directed at her sister.

Elsa runs away from the castle and hides in the mountains inside an ice palace that she builds with her magic. She creates a giant snowman to protect her from intruders. When Elsa flees the palace of Arendelle she causes a major snowstorm to be created causing an eternal winter. The magic of the snowstorm also brings to life her and Anna's childhood snowman, Olaf. Anna is determined to find her sister so she can end the winter in Arendelle. When Anna is getting supplies to go on her trip into the mountains in search of her sister she meets an iceman named Kristoff and his reindeer, Sven. She convinces Kristoff to be her guide up the North Mountain. Olaf, the magically created snowman helps lead Elsa and Kristoff to Elsa's ice palace.

Anna finds Elsa and they talk about the situation. Anna wanted Elsa to return to Arendelle, but it makes Elsa angry. Elsa becomes very angry and uses her magical ice powers to create icicles. Anna is struck in the heart by one of Elsa's icicles, and she flees the ice palace with Kristoff. When Anna's hair starts turning white Kristoff realizes something is very wrong. He seeks help from the trolls, his adoptive family, who explain that Anna's heart has been frozen by Elsa. Elsa's heart can only be thawed by an "act of true love", or she will become frozen solid forever. Kristoff believes that only Hans can save her with his kiss, so Kristoff races her back to Arendelle.

While this is happening, Hans is leading a search for Anna. When Hans finds Elsa's palace he takes Elsa prisoner and returns her to Arendelle insisting that she stop the continuous winter in Arendelle. Elsa says she does not know how to stop the winter storm. When Anna returns to Arendelle and finds Hans she begs him for a kiss to break the curse upon her heart. Hans refuses to kiss Anna and reveals that he only wanted her as his wife so that he could take control of Arendelle's throne. He walks away from Anna, leaving her to die. Then he charges Elsa with her sister's death.

Elsa gets away from Hans's imprisonment and heads off to find Anna. Olaf is with Anna and informs her that Kristoff is in love with her. While out on the fjord, Hans confronts Elsa and tells her that Anna is dead because of her. While Elsa is mourning her sister's death, Hans sees his chance to kill Elsa. Anna runs in front of Hans to protect her sister from Hans and she freezes solid preventing Hans from hurting Elsa.

Elsa is so distraught over her sister being frozen, and Anna starts to thaw. This happens because Anna's decision to sacrifice herself to save Elsa is considered an "act of true love". Elsa realizes that love is what controls her powers, so she knows how to thaw Arendelle, and help Olaf survive during the summer. Hans is deported back to the Southern Isles to face his punishment for the crimes he committed against the royal family of Arendelle. Elsa and Anna have reconnected as sisters, and Anna shares a kiss with Kristoff. Elsa promises to never shut the castle gates ever again. <sup>ii</sup>

### **Overarching Understandings and Questions:**

Students will understand that:

- Oral story telling has been used throughout history to relay stories through the years.
- These oral stories teach a lesson to society in how to relate to our physical world through making good decisions in our life, and how to form relationships with others
- These oral stories teach us how to live, and offer hope to the "underdog", as well as, dole out punishment to the evil in our lives.

- The dramatic structure of “Frozen” and “The Snow Queen” are similar in some ways that create a building of the rising actions until the resolution is achieved.
- These oral traditions are used as a way to bring people together in our community to share their stories.

### **Essential Questions**

1. What stories from our childhood are still enjoyed today?
2. What moral lessons or message do oral stories contain?
3. Does good always overcome evil?
4. How are the dramatic structure of “Frozen” and the “The Snow Queen” similar and different?
5. How can a story/play bring a society or group of people together?

### **What Is a Fairytale?**

A fairy tale is a story with magical elements. Fairy tales have many of the characteristics that cross over into fables and folklore that is why it is actually quite difficult to define this type of literature. Here are some common characteristics of fairy tales:

- Set in the past
- Use some form or variation of "Once upon a time"
- Fantasy or make-believe elements
- Enchanted setting - can include forests, castles, water or kingdoms
- Clearly defined good and evil characters
- Magical elements
- Characters take on unusual forms (giants, witches, dwarfs, talking animals)
- Groups of 3 (objects, people or events)
- Clearly defined problem, climax and resolution
- Most often they have a happy ending
- Teach a lesson that is important to the culture it came from

“Everything you look at can become a fairy tale and you can get a story from everything you touch,” is a quote from Han Christian Andersen.

### **How are “The Snow Queen” and “Frozen” similar and different?**

I was very curious about the religious references I found in “The Snow Queen”, and if there are any similarities in “Frozen”. The theme of redemption exists in both stories. In Disney’s story “Frozen” the main character seeks to redeem herself after she fears that her sister has died due to her actions. In the story “The Snow Queen” Jesus is mentioned three times. The main characters, Kay and Gerda mention Jesus while playing in the rose garden. They state that they “rejoice in God’s bright sunshine” as they are looking at the

garden's beauty, and they sing a hymn of praise: "Where roses deck the flowery vale/There, infant Jesus, we thee hail!" Religion plays a part when Gerda approaches the Snow Queen's castle, and she seeks help from Jesus, praying the Lord's Prayer. As she prays, her breath turns into angels who guard her as she enters the Snow Queen's castle.

Another similarity that exists in both stories is that the characters both embark upon a journey in search of the one they love. In "The Snow Queen", when Kay is captured by the Snow Queen and taken to her snowy castle Gerda goes in search of him. In "Frozen" Anna goes in search of Elsa to find her sister up in the mountains after she runs away from Arendelle because her magical ice powers have been discovered.

In both of these stories there is an ugliness that rears its head. In "The Snow Queen" Kay becomes an ugly version of himself when a sliver of the troll's mirror gets into his eyes and his heart. He destroys his beloved rose garden, he teases Gerda, and he is mean to his grandmother. In the story "Frozen" Elsa becomes enraged when her magical ice powers are discovered, and she creates a frozen world in Arendelle and the fjord.

Love conquers all is a definite similarity between the two stories. In "The Snow Queen" when Gerda sees Kay nearly frozen to death, she weeps. Just like Elsa's tears of love in "Frozen", Gerda's tears of love penetrate Kay's heart and thaw the lump of ice. Then when Gerda sings to Kay the hymn they both sang in the garden, Kay weeps, and his tears wash away the glass in his eye. At the end of the story the children return to their summer rose garden and sing the same hymn of praise to Jesus.

The Gospel is a central part of the plot in both of these fairy tales. The children live in an innocent state within their paradise; one is a rose garden, and one in a castle. The children are broken and hurt by sin, and then they are healed by Christ's love, and are able to return to their homes living happily ever after.

In the story "Frozen", Jesus is not mentioned, but there is still the underlying message from God. Elsa feels very alone, unable to help herself and others around her. So, she chooses to hurt her sister instead of loving her sister. In the end it is "true love", and the sacrificing of one's love that changes her hardened heart.

This act of true love is what actually thawed out Anna's heart. When Jesus sacrificed himself so we could be saved, Anna sacrificed herself to save Elsa from Hans. It is through Christ's love for us and the sacrificing of himself on the cross, which truly helped thaw our hearts, rekindled our spirit in God, and helped redeem us from sin. In our own lives today we are able to love others unconditionally, and sacrifice our feelings for the love of others, and this is what is shown in the story "Frozen".<sup>iii</sup>

**How do fairytales develop a sense of community among its readers?**

Fairy tales take on the role of human inadequacies and needs, and its attempt to try and transform the world into a better place. How do we fit into this world? What can we learn from the stories that we read so that we can fit into the world around us. When we read these stories about magical powers, powerful people, and animals it helps create a mysterious place that we feel could be ours if we don't fit in with normal society. There is a sense of adventure, conquering the evil, and winning over our true love. Everyone wants that same feeling in their everyday life.

We as humans have many conflicting desires and instincts that exist in our everyday lives. Helping to resolve some of these conflicts exists through our communication, which can be played out orally, through written text, and electronic media. Fairy tales are rooted in oral traditions and often use the author's own experiences and perhaps inadequacies to develop a story to help them resolve some of their deep seated thoughts.

Telling a story to a young audience helps create a sense of community, so that everyone feels invested into the storyline. Children love being read to and this sense of wonderment in their minds as they create their own stories within their heads while they listen to the oral or written text of fairy tales. They place themselves into the setting of the book, and escape their everyday world for a couple of minutes. Being able to fantasize about a faraway place in "Once upon a time" opens up a whole new world to them, where they can escape and not worry about how poorly they are reading, or their struggles in math, or even their home life.

Bruno Bettelheim describes the significance of our roles as parents as we raise our children into thinking little adults in his book titled The Uses of Enchantment: The Meaning and Importance of Fairy Tales (1976). Raising our children is one of the most challenging and rewarding tasks as parents. Many growth experiences are needed in their lives in order to achieve the growth of their minds. As the child grows, he better understands the world, and therefore, comes to a better understanding of their role in the world. To find a deeper meaning the child grows from being self-centered to living their life as a contributor to the world around them. This contribution is necessary for a being to feel satisfied with their life, and what they are doing.

Bettelheim was a therapist and educator of severely disturbed children for many years. He was assisting them with finding meaning to their lives. His work focused on them finding meaning, so they wouldn't need extra supports in their life to be successful. He struggled with the fact that he needed to figure out what experiences in a child's life is promoting his ability to make meaning out of his life. Finding meaning from their lives is a direct result of their relationship with their parents and caregivers. It is also a cultural thing, as to how the children and parents interact with one another. When the children are young, literature is the best way to relate to the children.



Bettelheim was very discouraged by the types of literature that the children were reading. He felt that many books lacked in substance, or were too over their heads for true understanding. Many of these books failed to nurture and stimulate their minds to help them create meaning out of these stories, so they can deal with their inner problems. This literature often lacked in substance, and was just used as a tool to help develop their basic reading skills. Learning how to read added no value to finding meaning in their lives.

For a story to hold a child's attention it must both entertain and ignite their curiosity. A child's imagination needs to be stimulated; their intellect needs to be developed; with attention given to their aspirations and anxieties. The story needs to show believable problems, and the ability to solve the character's problems without belittling the reader. Bettelheim felt that folk fairy tales were the best in addressing these issues. These fairy tales do not address the modern day issues that our children have, but it helps relate to human inadequacies and insecurities that all of us deal with while growing up. The moral education is subtly implied in the story line, and it addresses the issues of good moral behavior by the characters. These ethical concepts will then create meaning to him as it relates to his own life.

The retellings of fairy tales have been very refined to address the underlying message delivered by the author. Using the psychoanalytical model, these stories carry messages to the conscious and unconscious minds. These stories often speak to the ego state of mind that many children are in, while relieving some of the unconscious mind. Bettelheim hoped that both teachers and parents alike would use folk fairy tales to instruct children in the classroom and at home.

In contrast to modern day stories, many fairy tales have a message of the worst fears of children, losing their parents. In almost every fairy tale good and evil are given a physical character to act out their deeds. And then the endings often have "happy ever after", to show that the problem in the story can be resolved to give hope to the young reader that the problems in their lives can also be resolved in a happy ending.

### **What is Dramatic Structure?**

Dramatic Structure is the drama that unfolds in the beginning, middle, and end of a conflict. The structure includes: 1) Introduction 2) Inciting incident 3) Rising action 4) Crisis 5) Climax, and 6) Resolution. Now let's take a look at the dramatic structure in both the stories "Frozen" and the "Snow Queen".

In the story "Frozen" I see the dramatic structure in the following way:

**Introduction:** The story opens up with a mean troll (devil) that has a wicked mirror that only sees the ugliness in people. The mirror shatters into a million pieces all over the world. Meanwhile, a little girl named Gerda, and a little boy named Kai, are the best of friends and playing together. They enjoy each other's company and do everything together.

**Inciting Incident:** When a piece of the wicked mirror gets into Kai's eye, so that he only sees the ugliness in the world, and is very mean to his best friend, Gerda.

**Rising Action:** Many actions occur throughout the story to create drama. First, Kai is kidnapped by the Snow Queen and taken away to her northern palace. Then, Gerda goes on a journey to try and find her best friend. On her journey she comes across many people and animals that try to help her find her way to Kai.

**Crisis:** When Gerda reaches the Snow Queen's palace and realizes that Kai is unable to "see" her, and he acts like he is in a coma.

**Climax:** This occurs when Gerda cries and a teardrop falls onto Kai's chest. This teardrop melts his heart because of the love he feels from Gerda. Then he starts to cry and the splinter that was in his eye comes out. Now, he can see Gerda and they dance around happily on the ice pond.

**Resolution:** Gerda and Kai return home together, but they realize they are much older now than when they left.

In the story "Frozen" I see the dramatic structure in this way:

**Introduction:** In the town of Arendelle the two sister princesses, Elsa and Anna, are the best of friends. They often play in the castle and Elsa likes to create snow scenes for her and Anna to play on.

**Inciting Incident:** Elsa uses her magical ice powers to create a slippery snow scene inside the castle. Anna gets so excited and starts running around on the ice. Suddenly, Anna slips, falls, and hits her head on the ice which results in a bad concussion.

**Rising Action:** Elsa becomes so distraught over this that she goes into hiding, and refuses to get near her sister. Anna eventually awakens and keeps trying to get her sister to come out of her room. Eventually, Elsa does have to come out of her room for her coronation.

**Crisis:** During the coronation, Anna falls in love with a prince that asks her to marry him. Elsa becomes enraged and her magical ice powers are exposed. So she runs off into the mountains to escape the embarrassment.

**More Rising Action:** Anna goes on a journey to try and find her sister. Along her way she becomes friends with a magical snowman, Olaf, a reindeer, and a man named Cristoff. Elsa creates a castle and rejects her sister again. The town arrests Elsa and puts her into the jail.

**Climax:** Anna discovers that her fiancé was using her to become the prince of Arendelle, and he doesn't really love her. Elsa escapes the jail, and confronts the prince for who he is. When the prince is about to harm Elsa, Anna gets in between to show her true love for her sister. Anna freezes into solid ice.

**Resolution:** Elsa hugs her frozen sister, Anna. Anna starts to thaw. The act of true love between sisters thawed her frozen heart.

Now the question is: How do I plan to develop that sense of community in my classroom with these two wonderful fairy tales? That will come in my lesson plan section of the paper.

### **Activities: Day One**

**Essential Question:** What is the dramatic structure of the story Snow Queen?

**Activating Strategy:** Show the students the book "Snow Queen". Tell them it is an old fairy tale written by Hans Christen Andersen. Preview the book looking at the pictures and ask the children to make predictions about the story. Ask them what modern day story this reminds them of ("Frozen").

**Key Vocabulary:** Introduction, Inciting Incident, Rising Action, Crisis, Climax, and Resolution

**Lesson:** Read the story "Snow Queen" aloud to the students and as a class fill out the graphic organizer that is teacher created on a large piece of white chart paper. On the paper discuss the different elements that make this such a good story. What is the dramatic structure: 1) Introduction 2) Inciting Incident 3) Rising Action 4) Crisis 5) Climax, and 6) Resolution.

**Assessment Prompt:** The students will use the dramatic structure graphic organizer that was created together to retell the story aloud to a partner.

Summarizing Strategy: Each student will do a written retelling of the story “Snow Queen” in a paragraph format.

### **Activities: Day Two**

Essential Question: What is the dramatic structure of the story “Frozen”?

Activating Strategy: Play the song “Let it Go” aloud, and discuss what the significance of this song is to the story “Frozen”.

Key Vocabulary: Introduction, Inciting Incident, Rising Action, Crisis, Climax, and Resolution

Lesson: Read the story “Frozen” aloud to the students and as a class fill out the graphic organizer that is teacher created on a large piece of white chart paper. On the paper discuss the different elements that make this such a good story. What is the dramatic structure: 1) Introduction 2) Inciting Incident 3) Rising Action 4) Crisis 5) Climax, and 6) Resolution.

Assessment Prompt: The students will use the dramatic structure graphic organizer that was created together to retell the story aloud to a partner.

Summarizing Strategy: Each student will do a written retelling of the story “Frozen” in a paragraph format.

### **Activities: Day Three**

Essential Question: How can a story/play bring a society or group of people together?

Activating Strategy: Teacher will show the children different kinds of masks that she has created or bought to show the children that masks can be used to transform into a character within a story. Then, each child will pick one of the masks, hold it up, and interpret the way they think that character would act in a story.

Key Vocabulary: Transformation, Empathizing, Masquerade

Lesson: The students will be creating their own masks to look like the characters in either the “Snow Queen” or “Frozen”. The teacher will provide paper plates, construction paper, paints, crayons, feathers, markers, glue, jewels, cotton balls, and tongue depressors to be used in making the masks. Then the next day, the children will use their masks to act out how they feel their character would act in the story.

Assessment Prompt: The students will demonstrate how they transform themselves into the character that they created in their mask.

Summarizing Strategy: The class will create a class play using their masks.

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## **Appendix A - Common Core Standards**

Reading: Literature

Key Ideas and Details: Students will be examining the stories and be able to answer questions about both of them based on these standards.

CCSS.ELA-Literacy.RL.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RL.2.3

Describe how characters in a story respond to major events and challenges.

Craft and Structure: Students will be examining the dramatic structure on both of these stories.

CCSS.ELA-Literacy.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-Literacy.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas: Students will be examining the beautiful pictures in the book “The Snow Queen” and “Frozen”. They will examine how the pictures can help give them a better understanding of the story.

CCSS.ELA-Literacy.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-Literacy.RL.2.9

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

## Speaking and Listening

Comprehension and Collaboration: The students will be working in small groups and partners to examine the two stories and the dramatic structure.

CCSS.ELA-Literacy.SL.2.1

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

CCSS.ELA-Literacy.SL.2.1.a

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.2.1.b

Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-Literacy.SL.2.1.c

Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-Literacy.SL.2.2

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

CCSS.ELA-Literacy.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas: Students will be creating masks and presenting a play to another second grade class.

CCSS.ELA-Literacy.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

## Appendix B

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Dramatic Structure Graphic Organizer

<b>Introduction:</b>	
<b>Inciting Incident:</b>	
<b>Rising Action:</b>	

<b>Crisis:</b>	
<b>Climax:</b>	
<b>Resolution:</b>	

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<sup>i</sup> "The Literature Network." The Snow Queen. N.p., n.d. Web. 26 Oct. 2014. <<http://press.princeton.edu/chapters/s9676.pdf>>.

<sup>ii</sup> Saxon, Victoria, and Grace Lee. Frozen. New York: Golden Books, 2013. Print.

<sup>iii</sup> Chandler, Ashley Chandler. "Snow Queen Redeemed." Snow Queen Redeemed. N.p., 29 Nov. 2013. Web. 20 Oct. 2014. <<http://www.breakpoint.org/features-columns/articles/entry/12/23979>>.



Curriculum Unit  
Title

*Examining the Similarities and Differences between Disney's "Frozen" and Hans Christian Andersen's "The Snow Queen"*

Author

Lisa Hertsenber

**KEY LEARNING, ENDURING UNDERSTANDING, ETC.**

Students will be examining the dramatic structure of the story "Frozen" and comparing it to the dramatic structure of the story "The Snow Queen".

**ESSENTIAL QUESTION(S) for the UNIT**

1. What is the dramatic structure in the story "Frozen"?
2. What is the dramatic structure in the story "The Snow Queen"?
3. How can a story/play bring a society or group of people together?

**CONCEPT A**

Dramatic Structure of "Frozen"

**ESSENTIAL QUESTIONS A**

What is the dramatic structure in the story "Frozen"?

**CONCEPT B**

Dramatic structure of "The Snow Queen"

**ESSENTIAL QUESTIONS B**

What is the dramatic structure in the Story "The Snow Queen"?

**CONCEPT C**

Creating a play using the dramatic structure

**ESSENTIAL QUESTIONS C**

How can a story/play bring a society or group of people together?

**VOCABULARY A**

Introduction, Inciting Incident, Rising Action, Crisis, Climax, Resolution

**VOCABULARY B**

Introduction, Inciting Incident, Rising Action, Crisis, Climax, Resolution

**VOCABULARY C**

Transformation, Empathizing, Masquerade

**ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES**

Saxon, Victoria, and Grace Lee. *Frozen*. New York: Golden Books, 2013.  
Ibatoulline, Bagram, and Hans Christian Andersen. *The Snow Queen: a retelling of the fairy tale*. New York: Harper Collins Publishers, 2013.  
Bettelheim, Bruno. *The uses of enchantment: the meaning and importance of fairy tales*. New York: Knopf., 1976.