



SNOW WHITE

by Greg Banks

Study Guide

by Claire Clar

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Geordie Mainstage Show



Geordie Theatre is Montréal's leading English-language professional theatre for audiences of all ages, entertaining and engaging the imaginations of children and their families since 1980.

This study guide was created as a tool for teachers to help introduce young students to the world of theatre, as well as engage them more deeply with the themes and concepts developed in *Snow White* by Greg Banks.

The guide contains a synopsis, character and setting information, a summary of the themes and concepts at play, as well as discussion questions and activities that can be implemented in the classroom before and after the performance.

While listed in a suggested order, we invite teachers to adapt activities based on the needs of their classroom and curriculum. The activities include presentations and handouts that are class-ready for easy distribution to students. Additionally, most activities can be adapted to an online-learning platform. Corresponding cross-curricular and subject-specific competencies from the Quebec Education Plan (QEP) are indicated for each lesson plan.



About the Show

Get ready to see *Snow White* like never before.

This fast-paced, physically inventive adaptation tosses the glass coffin and damsel-in-distress tropes out the window. With just two actors playing everyone—yes, including the Queen, the Huntsman, the Prince, and all seven dwarves—this is a high-energy, shape-shifting ride through the fairy tale you thought you knew.

In this version, *Snow White* is not waiting around for rescue. She is sharp, curious, and fully in charge of her story. The show breaks away from old-school ideas of beauty and who gets to be the hero, reimagining *Snow White* as a bold, self-determined character who navigates the world with brains, courage, and a whole lot of heart.

Funny, surprising, and packed with theatrical magic, *Snow White* invites us to look in the mirror and ask: what if we rewrote the rules?

This show is presented in association with *Plays for New Audiences*.



Characters

Snow White
Four
Queen
Stepmother
Servant
Mirror
Huntsman
One, Two, Three, Five, Six and Seven
Prince



All the characters are played interchangeably by these two performers:



Tiernan Cornford



Jeremy Lewis

About the Show

Themes

- Challenging Traditional Beauty Standards
- Courage and Facing Fear
- Self Determination and Independence
- Friendship, Trust, Loyalty
- Building Chosen Family & Community
- Resisting Manipulation and Abuse

QEP Competencies

Drama

- Perform and create dramatic work
- Appreciate dramatic work

Visual Art

- Produce individual works in the visual arts

English Language Arts

- Write self-expressive, narrative, and information-based texts
- Represent literacy in different media
- Use language to communicate and learn

Science and Technology

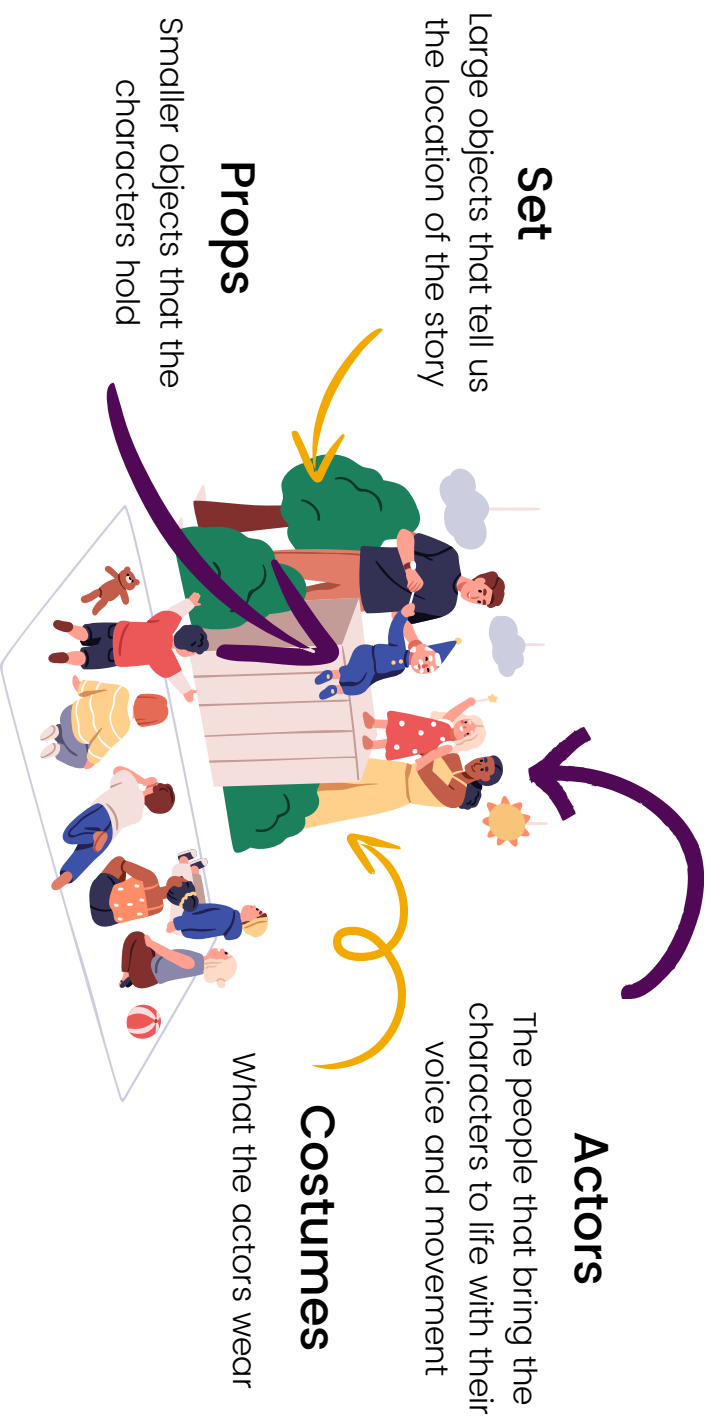
- Explore the world of science and technology
- Communicate in the languages used in science and technology

Physical Education

- Adopt a healthy, active lifestyle



What makes a play?



What else did you see and hear that helped tell the story?

Words to Watch Out For

Arrogant

(Stepmother's beauty made her arrogant): an exaggerated sense of one's abilities or importance.

Envy

(Stepmother turned yellow and green with envy when she learned Snow White was more beautiful than her): feeling discontent or resentful when you long for what someone else has.

Superb

(Prince thinks he's superb for kissing Snow White and bringing her back to life): excellent or impressive.

Muddled Up

(How the Prince feels when Snow White refuses him): something in the wrong order; to mix-up, confuse, make awkward.

Dawn Broke

When the sun starts to appear over the sky in early morning.

Sentimental

Feeling of sensitivity, sadness, nostalgia.



Pre-Show Activity

Biodiversity in the Woods

Science: Explore the world of science and technology



Snow White escapes to the woods for her own safety, and comes across the dwarves who live on the land. Let's imagine the world of the play surrounding the cottage our characters call home.

FIRST: Examine these living things that will be a part of the storytelling. What do they have in common? What is their relationship to each other? How might they support Snow White and the dwarves?

- For older grades: What kind of forest is this? Where might we locate it on a map?

The World of Snow White's Forest

Birds & Insects	Forest Animals	Plants & Flowers	Landforms
Swallows Starlings Blackbirds Finches Sparrows Robins Crows Ravens Bees	Deer Rabbits Foxes Beavers Badgers Squirrels	Strawberries Mushrooms Plums Snapdragons Goldenrod Tiger Lily Honeysuckle	Oak trees/Forest Stream Waterfall

THEN: Using what you know about the forest, how might we imagine the scenery for the play? Draw the setting of *Snow White* incorporating as many of the plants, animals, and landforms as you can.

Pre-Show Activity

Roles & Archetypes

English: Represent literacy in different media



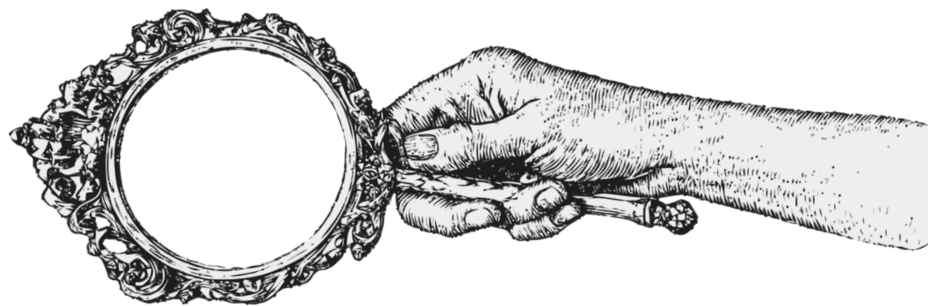
There are certain assumptions we make about people or characters in a story based on the role they play. Use the brainstorming worksheet on page 16 to explore and sketch out a particular character from the classic tale of *Snow White*. What predictions can we make about the way they talk, dress, or even think?

FIRST: Complete a Character Sketch

- Princess
- Huntsman
- Queen
- Old Witch
- Prince

THEN: Discuss

- Do we think this is true for everyone? Why?
- Can we think of an example that doesn't "fit" or challenges our presumptions?
- What if we brainstormed an everyday person (ex: doctor)? How do our thoughts change?



Pre-Show Activity

Rewriting Fairy Tales

ELA: Write self-expressive, narrative, and information-based texts, represent literacy in different media, use language to communicate and learn



In this new version, Snow White retells her own story with the help of one of the Dwarves, giving her power and control over her own narrative.

In preparation for this rewriting, what other fairy tales can we think of, and how can their endings be changed? Can we make someone feel more powerful, or perhaps learn a different lesson?

FIRST: Take a classic fairy tale, and examine the 5 W's

- Who is in this story?
- What happens (beginning, middle, end)?
- Where/When does it take place?
- Why is this story important? Is there a big message?

THEN: Determine how this story can change

- Who should we focus on? Who do we want to learn more about?
- What happens (beginning, middle, end)?
- Can we change a detail or add more information?
- Where/When can it be placed?
- Are the events before or after the original story?
- Why is this version important? How is the big message different?

FINALLY: Act out your brand new fairy tale!

Post-Show Activity

Single Object Story

Drama: Perform and create dramatic works

ELA: Write self-expressive, narrative, and information-based texts, represent literacy in different media, use language to communicate and learn



Snow White and her new friend use minimal props to retell their story by constantly changing how an object is used. How can you use your imagination to change an object?

FIRST:

Take an everyday object in the classroom, and sit in a circle. Make a statement, then mime how the object can be used, then pass it on to the next person.

Example:

Person 1: "This is not a cup, it is a phone!"

(holds the cup to their ear and pretends to listen to a phone conversation)

Person 2: *(receives the object from Person 1)* "This is not a phone, this is a magnifying glass!" *(holds the cup towards their eye to inspect something)*

THEN:

Act out a story with a beginning, middle, and end, using only one object. Groups can even try recreating the fairy tale story they made in the preshow activity!

REFLECT:

- What was fun about this activity?
- What was challenging?
- When you were in the audience, how did you know what the performers were pretending the object was?

Post-Show Activity

Welcoming Someone New

Mental Health/Physical Education: Adopt a healthy, active lifestyle

ELA: Write self-expressive, narrative, and information-based texts, represent literacy in different media, use language to communicate and learn



Snow White had a challenging time when she first arrived in the forest because it was an unfamiliar place. How do you feel when you travel somewhere new? How did her new friend help her feel more welcome in the cottage and surrounding woods? What change did you notice in Snow White?

FIRST: Knowing what it's like to be in a new, unfamiliar, and potentially scary place, how can we help others feel more welcomed and comfortable? Imagine there is a new student moving to the neighbourhood who will join your class. Create an introduction for them so they can learn important information (ex: where things are, what they are called, etc.) and feel less alone. What kind of encouraging things would you say?

Options for producing a text

- Poster or pamphlet
- Social Media post
- Video
- Speech

THEN: Share your introduction with a partner, or the entire class. You can even assign students to different parts of the school/classroom to create a whole tour! Perhaps the teacher can pretend to be a new student, or the work can be saved to show the students who will be coming to your classroom next year.

Brainstorming prompts

- What do you do when you get to school/your classroom?
- Where is the best water fountain?
- What things can you do during recess?
- What are you currently learning about?
- What is helpful to have with you in class?

Post-Show Activity

Play Review

Drama: Appreciate dramatic works

ELA: Write self-expressive, narrative, and information-based texts, represent literacy in different media, use language to communicate and learn



Using the template on page 15, describe what you remember witnessing in the story.

- What did you see and hear?
- What would you tell someone about *Snow White* if they had never heard about it before?
- The first page can be used to brainstorm different elements (set, costumes, sound, overall story), and the second can be for personal responses.



_____ 's theatre review



Title of the Play: _____

Plot and Character

My Review

Draw

Design

One question I'd ask the actors or director is...

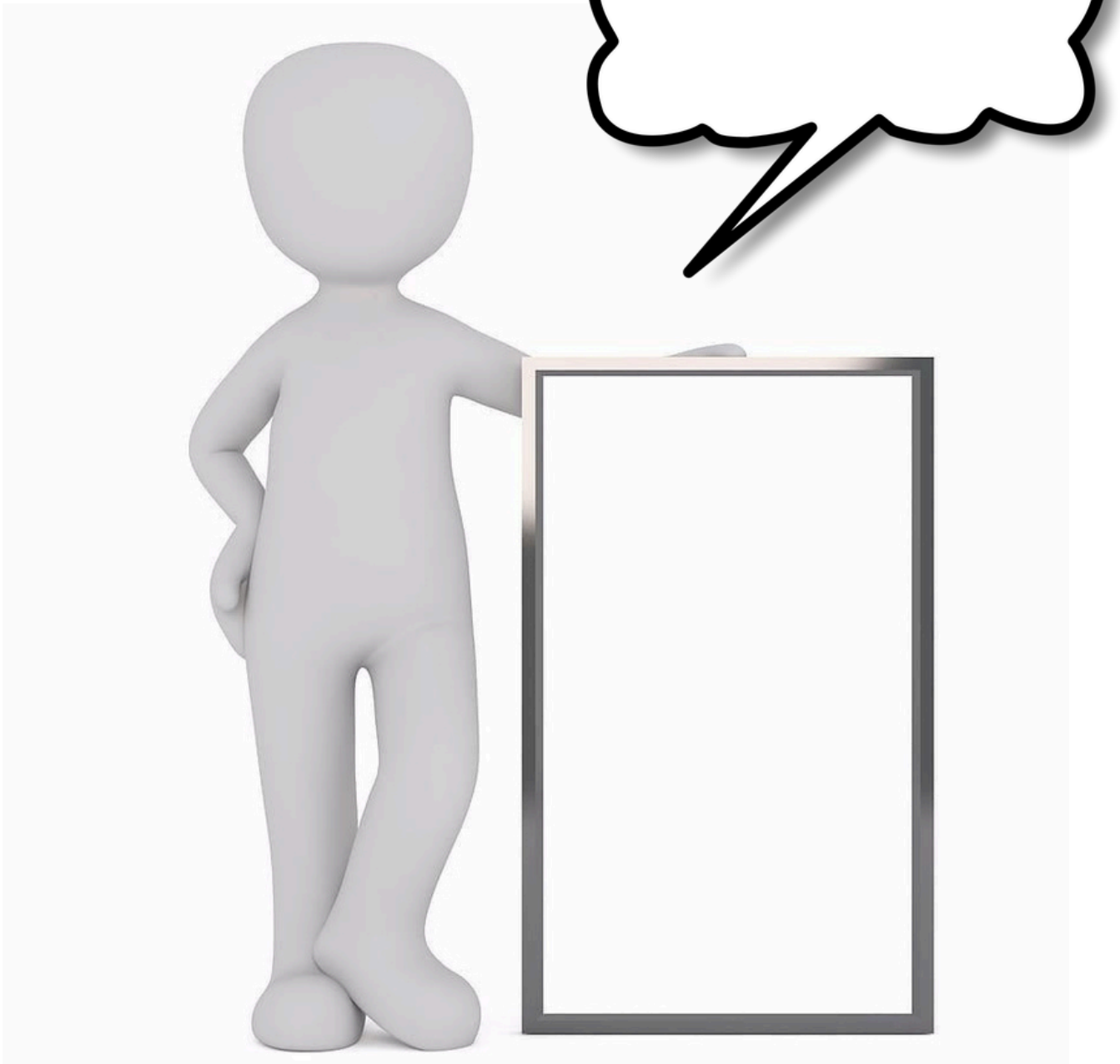
My Character Sketch

Draw on the blank figure to show what this person would wear, and what kind of facial expression they might have.

In the speech bubble, write a phrase they would say to someone else

In the rectangle, draw something that is important to them.

This is _____ , the _____.



Snow White Vocabulary Word Search

A	R	P	R	I	N	C	E	S	S	L	A	K	I
S	T	R	A	W	B	E	R	R	I	E	S	E	R
I	K	N	S	B	W	K	Q	U	E	E	N	K	D
F	R	O	S	U	L	A	B	C	I	U	E	N	W
O	A	P	P	L	E	A	T	S	U	V	N	O	A
U	S	A	S	V	T	G	C	E	D	A	V	C	R
R	P	V	N	C	W	R	A	K	R	O	Y	K	F
N	A	M	S	T	N	U	H	T	B	F	O	O	E
A	R	A	S	O	K	Y	L	E	T	I	A	W	A
B	R	E	P	U	S	I	E	A	F	O	R	L	U
E	O	B	R	E	V	T	S	A	E	B	C	D	L
P	W	T	D	E	N	A	R	R	O	G	A	N	T
H	S	N	O	W	W	H	I	T	E	A	T	L	G
S	N	A	P	D	R	A	G	O	N	K	W	R	O

PRINCESS
 EVIL
 HUNTSMAN
 BEAST
 WATERFALL
 FOUR
 SNAPDRAGON
 STRAWBERRIES
 ARROGANT
 APPLE
 BLACKBIRD
 SNOW WHITE
 KNOCK
 QUEEN
 DWARF
 SPARROWS
 SUPERB
 WOODS
 ENVY
 COTTAGE

Share with Geordie!

Write a Review

We value your feedback! Taking student reviews beyond the classroom helps us continue to ensure the shows we create are resonating with the youth of today.

Thanks for seeing the show!
We'd love to hear your thoughts.

Teacher Testimonials

As a non-profit, we rely on arts and culture funding to ensure touring is accessible and sustainable. Help us continue Geordie's powerful youth impact by sharing why you bring the show to your school!

Follow us on social media to hear the latest news about Geordie! If you're sharing photos and videos of the performance, be sure to tag @geordietheatre on Facebook and Instagram.



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