

FROZEN PICTURES

Subject: English Language Arts

Goal: to examine specific plot points from multiple perspectives

Objectives: Students will...

- Be introduced to the inciting incident and rising action of *Frozen*.
- Explore how the theme of love in *Frozen* manifests as joy or fear.
- Be introduced to theatrical vocabulary including tableau, action, and reaction.
- Use facial expression and physicality to tell a story in frozen pictures.
- Write a journal entry from the perspective of a character in the story.

Introduction

In *Frozen*, love is a powerful force that drives several of the characters' decisions throughout the story, causing chain reactions. By physically exploring characters' actions and reactions at specific plot points, students will develop an understanding of multiple perspectives.

Warm Up: Action & Reaction

Begin by reading the first four sentences of the *Frozen* synopsis: *Young sisters Elsa and Anna thrive amid warmth and love in Arendelle. One night while playing, Elsa accidentally strikes Anna with her magic. The Hidden Folk shaman, Pabbie, draws the magic – and memories of it – out of Anna's head. Now frightened of her power, Elsa isolates herself, and the sisters grow up apart.* As a class, identify the sequence of actions and reactions in this part of the story. Then, challenge the class to choose one of the characters and retell the sequence from that character's point of view.

Next, divide the class into two perspective groups, one to represent Anna and the other to represent Elsa. Using facial expression and physicality to create a tableau (a frozen picture that tells a story), prompt the Anna group to show "I want to play with you!" and the Elsa group to show "To protect you, I must be left alone!". Facilitate a brief brainstorm about how each group could achieve their goal, then physically represent a few of the ideas using tableau. For each action presented by one group, invite the other group to show their reaction. Ask the class how their character's point of view influences their reactions.

Main Activity: Full Class Tableau

Read the next three sentences of the synopsis: *Years later, Elsa is crowned Queen. When Anna and the visiting Prince Hans suddenly become engaged, Elsa panics and unleashes a blast of ice. The Duke of Weselton calls her a monster, and Elsa flees, setting off an eternal winter.*

As a class, create a list of all the characters that might live in the kingdom of Arendelle.

As a full class, create a tableau illustrating the actions and reactions for each plot point of this sequence. Establish a playing space, then invite one student to join the tableau at a time, filling out the setting with as many character perspectives as possible. Challenge students to justify their physical choices to clearly communicate their character's perspective. Prompt students to share their character's inner-thought at this moment of the story when they are tapped on the shoulder. For each tableau, encourage students to explore a character with a contrasting perspective on the situation from the character they previously portrayed.

Reflection: Journal Entry

In role as the character they portrayed in tableau, have students write a letter to a family member about what occurred at Queen Elsa's coronation.

Extension:

After experiencing the musical *Frozen*, divide the class in small groups, one group for each principal character. Challenge them to retell the story from the perspective of their assigned character.

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(CTD.)



Variations:

OLDER: If you are working with older students, pair up students as scene partners for the warmup and allow them to explore a sequence of actions and reactions without interruption. In the main activity, encourage student direction of the tableau. When prompting students to share their inner-thoughts, consider having two characters with opposing perspectives engage in improvised conversation.

YOUNGER: If you are working with younger students, read only the first sentence of the synopsis at the start of the main activity. Keep the class divided in half following the warm up so that half of the class create the tableau while the other half serves as audience. Rather than prompting for inner-thoughts, prompt the students in role as audience to notice physical choices being made by the actors and invite suggestions to make the storytelling of the frozen picture clear. Then, switch groups and repeat with the next sentence. Continuing alternating performers and audience for each of the four sentences in the main activity. In the reflection, challenge students to articulate how they used facial expression and physicality to communicate what their character was feeling and thinking.

HOMESCHOOL: If you are working with a homeschool student, have your student alternate between perspectives in the warmup, noticing the differences in physicality between characters. In the main activity, have your student choose a character to perform the sequence of tableau as you read the prompts aloud. Repeat the activity from a different perspective. Then, have your student work in role as director to brainstorm the placement onstage for each character in the plot point.