

STUDY GUIDE

The Frog Prince

About the Play: *The Frog Prince* is a new stage adaptation with music of the classic Brothers Grimm fairy tale. The version you will see at the Birmingham Children's Theatre was written especially for you by Mrs. Jean Pierce in 2000. The production has music by Mr. Jay Tumminello and scenery designed by Mr. Jesse Tilton. The production plays the BCT Wee Folks Theatre September 20 to October 15, 2010, and on tour throughout the country October 16 to December 10, 2010. Tickets for the Birmingham run may be reserved by calling Mrs. Teresa Shepperd at 205-458-8899. Tour booking information may be obtained from Mr. Alex McConnell at 205-458-8186.

Summary and Characters: Originally a Brothers Grimm Fairy Tale, *The Frog Prince* tells of the spoiled Princess Priscilla, her kindly father King Trueword, a cruel woman named Dame Thistlespite and the dashing Prince Robert. Having been banished from the King's palace, the Dame meets the Prince in the Forest. Upon hearing that he is on the way to meet the Princess, the Dame places a spell on him turning him into a frog! Along the way, and after several false promises made, the Princess leaves the palace to play with her golden ball. But oh no! The ball falls into the well, only to be rescued by the frog. After further false-promises, mistaken identities and making amends, all learn the need for trust, teamwork and respect.

Settings:

A Forest and a Castle

Themes:

First Impressions
Frustration
Wanting Something Badly
Courage
Teamwork
Friendship
Respect
Family
Judgment
Fairness
Trustworthiness
Integrity





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Classroom ACTivities : 3

Comparing different version: *The Frog Prince* : **Grades Pre-K to 2nd**

Language Arts Skills Addressed: *Making Connections, Sequence of Events, Building Background Knowledge, Compare and Contrast, Story Elements.*

The Frog Prince, like many tales, has different versions that have been handed down through the tradition of oral and written literature. You and your class will see a version of *The Frog Prince* on stage at the Birmingham Children's Theatre.

Pre-performance ACTivities:

- 1) With your class, read aloud the text of a traditional version of *The Frog Prince* found below.
- 2) With your class, create a timeline that chronicles the important points of the story's sequence of events. Keep this timeline to use after you come to the theatre.



In olden times when wishing still helped one, there lived a King whose daughters were all beautiful, but **the youngest was so beautiful that the sun itself, which has seen so much, was astonished whenever it shone in her face.** Close by the King's castle lay a great dark forest, and under an old lime-tree in the forest was a well, and when the day was very warm, the King's child went out into the forest and sat down by the side of the cool fountain, and when she was dull she took a golden ball, and threw it up on high and caught it, and this ball was her favorite plaything.

Now it so happened that on one occasion the princess's golden ball did not fall into the little hand which she was holding up for it, but on to the ground beyond, and rolled straight into the water. The King's daughter followed it with her eyes, but it vanished, and the well was deep, so deep that the bottom could not be seen. On this she began to cry, and cried louder and louder, and could not be comforted. And as she thus lamented someone said to her, "What ails thee, King's daughter? Thou weapest so that even a stone would show pity." She looked round to the side from whence the voice came, and saw a frog stretching forth its thick, ugly head from the water. "Ah! old water-splasher, is it thou?" said she; "I am weeping for my golden ball, which has fallen into the well."

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"Be quiet, and do not weep," answered the frog. "I can help thee, but what wilt thou give me if I bring thy plaything up again?" "Whatever thou wilt have, dear frog," said she—"my clothes, my pearls and jewels, and even the golden crown which I am wearing."

The frog answered, "I do not care for thy clothes, thy pearls and jewels, or thy golden crown, but if thou wilt love me and let me be thy companion and play-fellow, and sit by thee at thy little table, and eat off thy little golden plate, and drink out of thy little cup, and sleep in thy little bed — if thou will promise me this I will go down below, and bring thee thy golden ball up again."

"Oh, yes," said she, "I promise thee all thou wishest, if thou wilt bring me my ball back again." She, however, thought, "How the silly frog does talk! He lives in the water with the other frogs, and croaks, and can be no companion to any human being!"

The frog, when he had received this promise, put his head into the water and sank down, and in a short time came swimming up again with the ball in his mouth, and threw it on the grass.

The King's daughter was delighted to see her pretty plaything once more, and picked it up, and ran away with it. "Wait, wait," said the frog. "Take me with thee. I can't run as thou canst." But what did it avail him to scream his croak, croak, after her, as loudly as he could? She did not listen to it, but ran home and soon forgot the poor frog, who was forced to go back into his well again.

The next day when she had seated herself at table with the King and all the courtiers, and was eating from her little golden plate, something came creeping splish splash, splish splash, up the marble staircase, and when it had got to the top, it knocked at the door and cried, "Princess, youngest princess, open the door for me." She ran to see who was outside, but when she opened the door, there sat the frog in front of it. Then she slammed the door to, in great haste, sat down to dinner again, and was quite frightened. The King saw plainly that her heart was beating violently, and said, "My child, what art thou so afraid of? Is there perchance a giant outside who wants to carry thee away?" "Ah, no," replied she, "it is no giant, but a disgusting frog."



"What does a frog want with thee?" "Ah, dear father, yesterday when I was in the forest sitting by the well, playing, my golden ball fell into the water. And because I cried so the frog brought it out again for me, and because he insisted so on it, I promised him he should be my companion,



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but I never thought he would be able to come out of his water! And now he is outside there, and wants to come in to me."

In the meantime it knocked a second time, and cried,

"Princess, youngest princess!

Open the door for me!

Do thou not know what thou saidst to me

Yesterday by the cool waters of the fountain?

Princess, youngest princess!

Open the door for me!"

Then said the King, "That which thou hast promised must thou perform. Go and let him in." She went and opened the door, and the frog hopped in and followed her, step by step, to her chair. There he sat and cried, "Lift me up beside thee." She delayed, until at last the King commanded her to do it. When the frog was on the chair he wanted to be on the table, and when he was on the table he said, "Now, push thy little golden plate nearer to me that we may eat together." She did this, but it was easy to see that she did not do it willingly. The frog enjoyed what he ate, but almost every mouthful she took choked her. At length he said, "I have eaten and am satisfied; now I am tired, carry me into thy little room and make thy little silken bed ready, and we will both lie down and go to sleep."

The King's daughter began to cry, for she was afraid of the cold frog which she did not like to touch, and which was now to sleep in her pretty, clean little bed. But the King grew angry and said, "He who helped thee when thou wert in trouble ought not afterwards to be despised by thee." So she took hold of the frog with two fingers, carried him upstairs, and put him in a corner. But when she was in bed he crept to her and said, "I am tired, I want to sleep as well as thou, lift me up or I will tell thy father." Then she was terribly angry, and took him up and threw him with all her might against the wall. "Now, thou wilt be quiet, odious frog," said she. But when he fell down he was no frog but a king's son with beautiful, kind eyes. He by her father's will was now her dear companion and husband. Then he told her how he had been bewitched by a wicked witch, and how no one could have delivered him from the well but herself, and that to-morrow they would go together into his kingdom. Then they went to sleep, and next morning when the sun awoke them, a carriage came driving up with eight white horses, which had white ostrich feathers on their heads, and were harnessed with golden chains, and behind stood the young King's servant, faithful Henry. Faithful Henry had been so unhappy when his master was changed into a frog, that he had caused three iron bands to be laid round his heart, lest it should burst with grief and sadness. The carriage was to conduct the young King into his kingdom. Faithful Henry helped them both in, and placed himself behind again, and was full of joy because of this deliverance. And when they had driven a part of the way, the King's son heard a cracking



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behind him as if something had broken. So he turned round and cried, "Henry, the carriage is breaking."

"No, master, it is not the carriage. It is a band from my heart, which was put there in my great pain when you were a frog and imprisoned in the well." Again and once again while they were on their way something cracked, and each time the King's son thought the carriage was breaking, but it was only the bands which were springing from the heart of faithful Henry because his master was set free and was happy.

http://www.nationalgeographic.com/grimm/frog_king.html

Performance ACTivities:

- 3) Explain to your class that they will see a "version" of story you read in class.
- 4) As they watch the show, ask them to quietly think about how the story and the play are similar (like each other) or different (not alike).
- 5) At the performance, remember that the actors love to hear laughter when they do or say something funny, but please, no talking or whispering during the performance unless you are helping the actors.
- 6) It is rude to chew gum, eat or have a drink in the theatre.
- 7) For the actors' safety, do not use cameras, laser pointers or recording devices during a performance. It is also rude to use a cell phone, iPod, Blackberry or beeper during the show.
- 8) Actors love to hear applause! Show your appreciation by clapping at the end of the play.

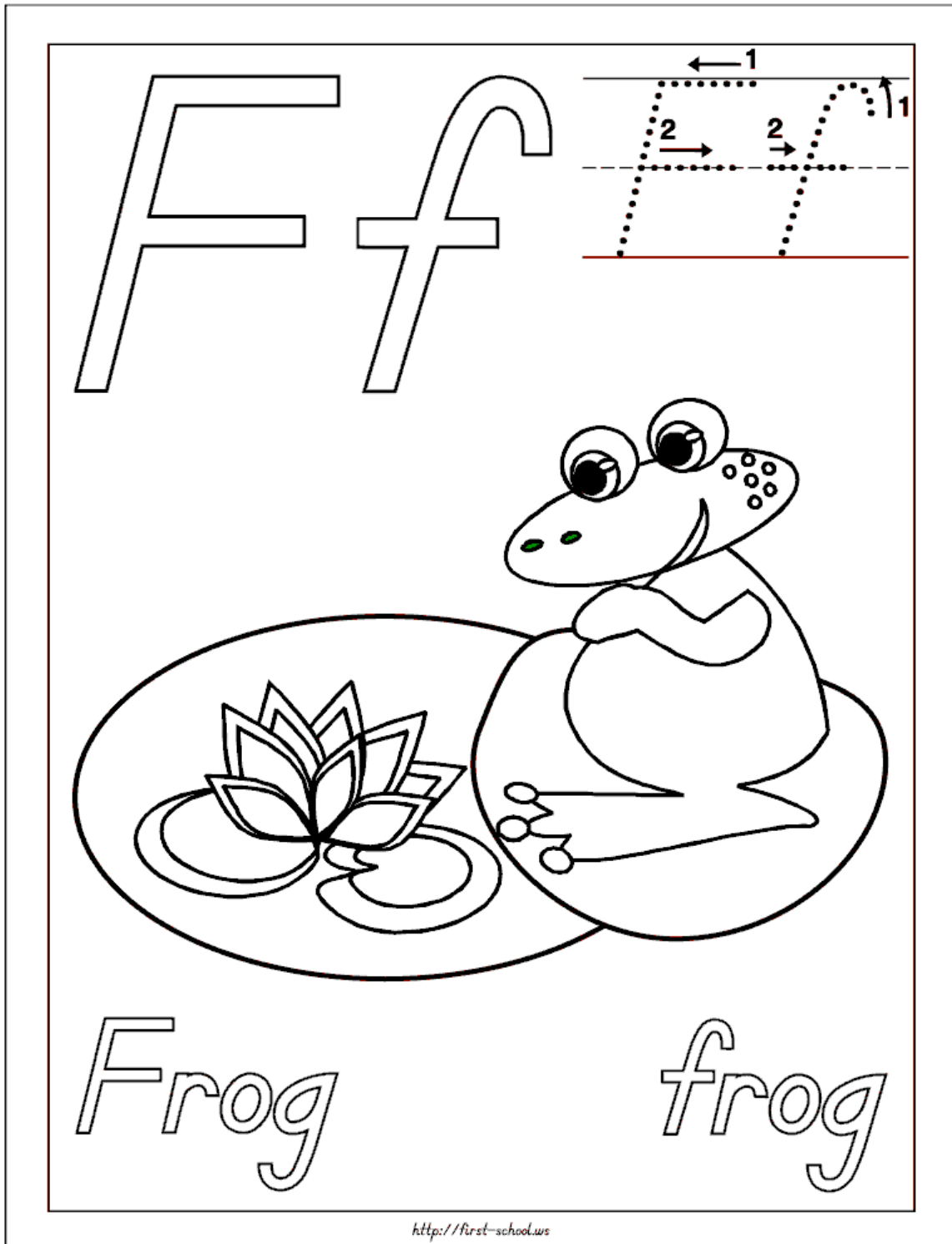
Post-performance ACTivities:

- 9) After seeing the production, you can excite your class's imagination and creativity by discussing: **character**, someone in a book, play, or movie; **compare**, to examine two or more people or things in order to discover similarities; **contrast**, to examine two or more people or things in order to discover differences; **non-traditional**, not based on tradition (a certain way of doing things); **scene**, a small part of a story that occurs in one time and place; **setting**, the time and place of a story; **traditional**, handed down from one generation to the next.
- 10) Let each student tell his/her favorite thing about the play.
- 11) With your class, make a timeline that chronicles the important points of the play's sequence of events.
- 12) Using the timeline you created based on the story and the one based on the play, allow volunteers to discuss the similarities and differences that they see in the two versions.
- 13) End with applause!

Classroom ACTivities : 2

Hand/Eye Coordination : **Grades PK-3**

- “F” is for Frog





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Classroom ACTivities : 3

Understanding Theme : *The Frog Prince* : **Grades 2-3**

Pre-Performance Activities:

Begin the class discussion by asking “What do you think of when you hear the word “theme?” What does it sound like to you?” Then create with the class a working definition of the word theme, based on the definition: the big idea or main message of the story. Help them understand by offering suggestions similar to the ones listed at the beginning of the study guide. Ask them “How do you experience themes every day?” At home, at school, at church, on the playground? Let each child give an example for the class.

Performance ACTivities:

- 3) Explain to your class that they will see a “version” of story of *The Frog Prince*.
- 4) As they watch the show, ask them to quietly think about themes that they see in the play.
- 5) At the performance, remember that the actors love to hear laughter when they do or say something funny, but please, no talking or whispering during the performance unless you are helping the actors.
- 6) It is rude to chew gum, eat or have a drink in the theatre.
- 7) For the actors’ safety, do not use cameras, laser pointers or recording devices during a performance. It is also rude to use a cell phone, iPod, Blackberry or beeper during the show.
- 8) Actors love to hear applause! Show your appreciation by clapping at the end of the play.

Post-performance ACTivities:

- 9) After seeing the production, you can excite your class’s imagination and creativity by discussing the themes they felt in the play.
- 10) Ask what the theme “don’t judge a book by its cover” means. How does it apply to *The Frog Prince* story and play?
- 11) With art supplies, let your students draw a picture of a time when they were judged by the way they may have been dressed, how their hair looked, maybe even by the people they know.
- 12) Encourage the class to share their art work and the story it tells with the class.
- 13) End with applause!



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Classroom ACTivities : 4

Understanding Vocabulary : *The Frog Prince* : **Grades PK-3**

Selected Vocabulary in the Play

accident ; 'aksɪdənt ; noun ; an unfortunate incident that happens unexpectedly and unintentionally, typically resulting in damage or injury
acquaint ; ə'kwɑ̃nt ; verb ; make someone aware of or familiar with
adjust ; ə'jʌst ; verb ; alter or move (something) slightly in order to achieve the desired fit, appearance, or result
admit ; əd'mɪt ; verb ; confess to be true or to be the case, typically with reluctance
advice ; əd'vɪs ; noun ; guidance or recommendations concerning prudent future action, typically given by someone regarded as knowledgeable or authoritative
amaze ; ə'māz ; verb ; surprise (someone) greatly, fill with astonishment
answer ; 'ansə ; noun ; a thing said, written, or done to deal with or as a reaction to a question, statement, or situation
apologize ; ə'pɒləˌdʒɪz ; verb ; express regret for something that one has done wrong
atrocious ; ə'trɒ sh əs ; adjective ; horrifyingly wicked
avoid ; ə'vɔɪd ; verb ; keep away from or stop oneself from doing (something)
banish ; 'bani sh ; verb ; send (someone) away from a country or place as an official punishment
beck ; bɛk ; noun ; a gesture requesting attention, such as a nod or wave
berry ; 'berē ; noun ; a small roundish juicy fruit without a stone
carriage ; 'kɑrɪj ; noun ; a means of conveyance, in particular a four-wheeled passenger vehicle pulled by two or more horses
castle ; 'kɑsəl ; noun ; a large building or group of buildings fortified against attack with thick walls, battlements, towers, and in many cases a moat
chore ; ch ôr ; noun ; a routine task, esp. a household one
clever ; 'klevər ; adjective ; quick to understand, learn, and devise or apply ideas
command ; kə'mɑnd ; verb ; give an authoritative order
confess ; kən'fes ; verb ; admit or state that one has committed a crime or is at fault in some way
content ; kən'tent ; adjective ; in a state of peaceful happiness
defy ; di'fi ; verb ; openly resist or refuse to obey
different ; 'dɪf(ə)rənt ; adjective ; not the same as another or each other
disappointed ; ,disə'pɔɪnt ; verb ; fail to fulfill the hopes or expectations of (someone)



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disgust ; dis'gəst ; noun ; a feeling of revulsion or profound disapproval aroused by something unpleasant or offensive
displeased : dis'plēz ; verb ; make (someone) feel annoyed or dissatisfied
ebony ; 'ebənē ; noun ; heavy blackish or very dark brown timber from a mainly tropical tree
escort ; əs'kɔrt ; verb ; accompany (someone or something) somewhere
excuse ; ək'skjus ; noun ; a reason or explanation put forward to defend or justify a fault or offense
faithfully ; 'fəθfəle ; adverb ; in a loyal manner.
fault ; fɔlt ; noun ; responsibility for an accident or misfortune
final ; 'fɪnl ; adjective ; coming at the end of a series
fountain ; 'faunt ; noun ; an ornamental structure in a pool or lake from which one or more jets of water are pumped into the air
fulfill ; foʊl'fil ; verb ; carry out (a task, duty, or role) as required, pledged, or expected
glade ; glād ; noun ; an open space in a forest
gleam ; glēm ; verb ; shine brightly, esp. with reflected light
goldsmith ; 'gɔld,smiθ ; noun ; a person who makes gold articles
guard ; gärd ; verb ; watch over to keep safe
highness ; 'hɪnis ; noun ; the state of being high
honorable ; 'änərəbəl ; adjective ; bringing or worthy of honor
humble ; 'həmbəl ; adjective ; having or showing a modest or low estimate of one's own importance
hundred 'həndrid ; cardinal number ; 100
hut ; hət ; noun ; a small single-story building of simple or crude construction, serving as a poor, rough, or temporary house or shelter
impossible ; im'päsəbəl ; adjective ; not able to occur, exist, or be done
intend ; in'tend ; verb ; have (a course of action) as one's purpose or objective, a plan
ivory ; 'ɪv(ə)rē ; noun ; a hard creamy-white substance composing the main part of the tusks of an elephant, walrus, or narwhal, often (esp. formerly) used to make ornaments and other articles
lesson ; 'lesən ; noun ; an amount of teaching given at one time
lonely ; 'lɔnlē ; adjective ; sad because one has no friends or company
lurk ; lərk ; verb ; (of a person or animal) be or remain hidden so as to wait in ambush for someone or something



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magic ; 'majik ; noun ; the power of apparently influencing the course of events by using mysterious or supernatural forces
majesty ; 'majəstē ; noun ; royal power
manner ; 'manər ; noun ; polite or well-bred social behavior
mischief ; 'mis ch if ; noun ; playful misbehavior or troublemaking
miserable ; 'miz(ə)rəbəl ; adjective ; (of a person) wretchedly unhappy or uncomfortable
narrow ; 'narō ; verb ; become or make less wide
nectar ; 'nektər ; noun ; a sugary fluid secreted by plants
palace ; 'palis ; noun ; the official residence of a sovereign
polish ; 'pāli sh ; verb ; make the surface of (something) smooth and shiny by rubbing it
possible ; 'pāsəbəl ; adjective ; able to be done
practice ; 'praktəs ; noun ; repeated exercise in or performance of an activity or skill so as to acquire or maintain proficiency in it
prepare ; pri'pe(ə)r ; verb ; make (something) ready for use or consideration
promise ; 'prāməs ; noun ; a declaration or assurance that one will do a particular thing or that guarantees that a particular thing will happen
punished ; 'pəni sh ; verb ; inflict a penalty or sanction on (someone) as retribution for an offense
purpose ; 'pərpəs ; noun ; the reason for which something is done or created or for which something exists
repulsive ; ri'pəlsiv ; adjective ; arousing intense distaste or disgust
responsible ; ri'spənsəbəl ; adjective ; having an obligation to do something, or having control over or care for someone, as part of one's job or role
review ; ri'vyoō ; noun ; a formal assessment or examination of something with the possibility or intention of instituting change if necessary
royalty ; 'roiəltē ; noun ; people of royal blood or status
satin ; 'satn ; noun ; a smooth, glossy fabric, typically of silk, produced by a weave in which the threads of the warp are caught and looped by the weft only at certain intervals
selfish ; 'selfi sh ; adjective ; (of a person, action, or motive) lacking consideration for others
seriously ; 'si(ə)rēəslē ; adverb ; in a solemn or considered manner
servant ; 'sərvənt ; noun ; a person who performs duties for others



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silky ; 'silkē ; adjective ; of or resembling silk, esp. in being soft, fine, and lustrous
sire ; sīr ; noun a respectful form of address for someone of high social status
spell ; spɛl ; noun ; a form of words used as a magical charm or incantation
spoil ; spɔɪl ; verb ; harm the character of (a child) by being too lenient or indulgent
stern ; stɜrn ; adjective ; (of a person or their manner) serious and unrelenting, esp. in the assertion of authority and exercise of discipline
sundown ; 'sʌn,dəʊn ; noun ; the time in the evening when the sun disappears or daylight fades
tadpole ; 'tad,pɒl ; noun ; the tailed aquatic larva of an amphibian (frog, toad, newt, or salamander), breathing through gills and lacking legs until its later stages of development
thoughtless ; 'θɔtləs ; adjective ; (of a person or their behavior) not showing consideration for the needs of other people
treasure ; 'tre zh ər ; noun ; a quantity of precious metals, gems, or other valuable objects
vanish ; 'vani sh ; verb ; disappear suddenly and completely
vow ; vou ; noun ; a solemn promise
wander ; 'wændər ; verb ; walk or move in a leisurely, casual, or aimless way
well ; wɛl ; noun ; a shaft sunk into the ground to obtain water, oil, or gas

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Classroom ACTivities : 5

- Writing Comprehension: *The Frog Prince* : **Grades K-3**

Dear (who was your favorite character?)_____ ,

I am (how old are you?)_____ **and am in the** _____ **grade at** (to what school do you go?)_____ .

I came to see you on stage in *The Frog Prince* at _____ (where?)

on _____ (date) _____ (month) _____ (year)!

I thought the play was (how did it make you feel and why?)_____ .
_____ .

My favorite part of the play was (what was something that was real to you?)_____ .
_____ .

I really liked your character because (what was it that made you like them?)_____ .
_____ .

The set looked like (what did you see?)_____ .

The music sounded like (what did you hear?)_____ .

Something else that I really loved about the play was_____ .
_____ .

I would like to come back to a Birmingham Children's Theatre play and see (what is a play that you think is fun?)_____ .

Love,



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**Birmingham Children's Theatre is the resident professional theatre company
at the Birmingham-Jefferson Convention Complex.**

Founded in 1947, BCT is one of the nation's oldest continuously run children's theatre.

**BCT has over six decades of making a positive difference in the lives of over
twelve million of our children.**

Dane Peterson

Director of Education and Production

Birmingham Children's Theatre, P.O. Box 1362, Birmingham, AL 35201

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