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Teacher's Guide

Medical Mayhem

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Burch, and Dave Pierini



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BEFORE THE PLAY

ABOUT THE PLAY

SYNOPSIS:

Follow Hippocrates and Sherman as they explore the history of modern medicine—from Louis Pasteur’s discovery of the germ to the advent of the yellow fever vaccine, and everywhere in between.

Medical Milestones

- 460-370 BC: Father of Western Medicine Hippocrates works as a physician in ancient Greece to discern causes of diseases and sets forth basic treatments and procedures
- 1590: Dutch lens grinders make the first microscope
- 17th Century: Yellow Fever outbreaks begin to be recorded in the Americas and Europe
- 1675-6: Antony van Leeuwenhoek is the first to record seeing bacteria using a microscope
- 1684: first recorded use of the term chickenpox
- 1796: Edward Jenner introduces the smallpox vaccine after conducting smallpox and cowpox inoculation experiments
- 1860-1864: Louis Pasteur conducts experiments conclusively showing that disease is caused by germs
- 1865: after reading about Pasteur’s experiments, Joseph Lister begins experimenting with antiseptic chemicals and sterilization techniques
- 1881: Carlos Finlay first proposes that Yellow Fever is transmitted by mosquitoes
- 1884: William H Welch helps to found the Johns Hopkins Hospital and Medical School in Baltimore, Maryland
- 1885: Louis Pasteur develops the rabies vaccine
- 1890-1: Walter Reed studies under William H Welch at Johns Hopkins
- 1900-1: former students of William H Welch, Walter Reed and Jesse Lazear, along with others, form the US Army Medical Corps 4th Commission on Yellow Fever and definitively prove that mosquitoes cause Yellow Fever
- 1901-1933: William H Welch serves as a trustee on the Board of Scientific Directors at the Rockefeller Institute
- 1928: Alexander Fleming discovers penicillin
- 1937: Max Theiler develops the yellow fever vaccine while working at the Rockefeller Institute
- 1951: Max Theiler wins the Nobel Prize in Physiology or Medicine for developing the Yellow Fever vaccine

BEFORE THE PLAY

THEMES:

Science, Technology, Math, History,
Character Counts

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. When you watch a play or a movie about historical events, how can you tell the difference between fact and fiction?
2. Introduce the terms listed in the Theatre Terms list provided. Can you give examples of these terms from plays or movies you've seen?
3. What is a narrator and what does he or she do? Name examples from books, movies, or plays you have seen.
4. Summarize what you know about the causes of disease and how diseases are spread. What are some simple things you can do to stay healthy?
5. In what ways can seeing a play help you to understand a concept or course of events?
6. Study the timeline on page 3 and compare the stories it tells to the stories presented during the play.

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 portrays.

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

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

COSTUMES/ WARDROBE: The clothes and other items that actors wear to show who they are.

PROPS: The things that actors use (such as a book or a 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*.”

DURING AND AFTER THE PLAY

DURING THE PLAY

AUDIENCE BEHAVIOR

While watching a live theatre performance, it is important to sit attentively 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.

AFTER THE PLAY

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. Who was your favorite character or what was your favorite scene from the play? Explain why.
2. Who were the main characters? How do you know?
3. Refer back to the Theatre Terms list on page 4. 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 to understand the stories that the actors told? Why or why not?
 - b. How did the music or sound effects used during the show help you to understand the stories being told?
4. Compare and contrast the timeline on page 3 with the facts and events presented during the play. How and why do you think some of the facts and events presented differed from the timeline?
5. Define the major conflict of each scene. How did the action of each scene help to escalate and resolve these conflicts?
6. What themes did the playwrights develop throughout the play? What can playwrights, authors, and movie makers do to present and develop their themes?

CLASSROOM ACTIVITIES

COMPREHENSION CHECK

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. Who is Hippocrates?
2. According to the play, how does Louis Pasteur prove that the germ causes chicken pox?
3. What country does Louis Pasteur come from?
4. What causes chicken pox according to Dr. Pion Pion?
5. What is Stendahl Syndrome? What is Cotard's Syndrome?
6. How do Dante and Samantha Sue meet?
7. What disease does Miss Violet Brown suffer from and how is she cured?
8. What is the purpose of a vaccine?

VOCABULARY

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Activity 1: Vocab Fever

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

READING 1.0: Vocabulary and Concept Development

3:1.7-8

4:1.2-4,6

5:1.2,4-5

6:1.2

7:1.2

8:1.1

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

3:1.7

- | | | |
|-------------|---------------|-------------------|
| 1. germ | 6. treatment | 11. diagnosis |
| 2. vaccine | 7. infection | 12. epidemic |
| 3. syndrome | 8. microscope | 13. disease |
| 4. bacteria | 9. symptom | 14. revolutionize |
| 5. codify | 10. microbe | 15. remedy |

1. 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.
 - c. Identify the origins of five of these words.
 - d. See if you can use three of these words in a sentence.
2. Though many of these words are used specifically in the medical field, they can also be used in more figurative ways. Choose three words and find examples of their figurative usage in literature.
3. Use your understanding of Greek or Latin roots to define the following words, and then look them up in the dictionary to test your knowledge:

psychosomatic

antibiotic

CLASSROOM ACTIVITIES

Activity 2: It's Your Turn

LISTENING AND SPEAKING: 2.0 Applications

2:2.2 3:2.2 4:2.2 5:2.2 6:2.2 7:2.3 8:2.3

VISUAL AND PERFORMING ARTS

2.0 Creative Expression

In *Medical Mayhem*, Louis Pasteur and the Germ show us how simply washing our hands can help us to keep from getting sick.

Divide the class into groups. Have each group choose a disease or severe health problem and write an informational skit demonstrating how it can be prevented. Present to the class. Create a playbill that lists any outside sources you consulted and gives credit to each group member's contributions.

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' stories do you like best?

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 3: Aiming High

WRITING: Applications

3:2.1 4:2.1 5:2.1 6:2.1 7:2.1 8:2.1

LISTENING AND SPEAKING: Applications

2:2.1 3:2.1 4:2.1 5:2.1 6:2.1 7:2.1 8:2.1

HISTORY AND SOCIAL SCIENCE

People Who Make a Difference 2.5

Sometimes, directors and playwrights who create plays about historical people and events must simplify facts and condense timelines in order to tell the story of their subject to their audiences.

Read about the scientific achievements of those you saw depicted in the play (Hippocrates, Louis Pasteur, William Henry Welch) or other major figures in modern medicine such as Walter Reed, Max Theiler, Sir Alexander Fleming, Crawford Long, Florence Nightingale, or Sigmund Freud. Write the story of one of their major achievements. You may want to choose a perspective (1st person, 3rd person, etc) and specific style or genre (drama, narrative, journal entries, etc) to write from. Show how their work was influenced by their predecessors and shaped the work of others. Share with the class.

Activity 4: Dear Doctor

WRITING: Applications

2:2.1, 2 3:2.2, 3

LISTENING AND SPEAKING: Applications

2:2.1 3:2.1, 3

SCIENCE

Investigation and Experimentation

Write a letter to one of the characters from the play. Include the following:

1. What did you think of their methods, inferences, or conclusions?
2. What advice would you give to help them get better or to stay healthy?
3. Is there anything about their lives you would like to know more about?

OR

Describe an experience that helped you to understand one of the scientific ideas you are learning about in class. What happened? What did you observe? How did you come to your conclusion? Share with the class.

CLASSROOM ACTIVITIES

SPELLING

READING: 1.0 Decoding and Word Recognition

1:1.10

Activity 5: Word Finder

Use the words MEDICAL MAYHEM to spell as many words as you can. Here are some examples:

ham	mice	may	clam
calm	lice	hay	heed
yam	him	dial	lead
die	day	mile	me
dice	camel	clay	he
ice	lay	meal	deal

SCIENCE

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Activity 6: A Look at Lenses

SCIENCE

Physical Science 3:2b 7:6d

Investigation and Experimentation

Doctors like Louis Pasteur and William Henry Welch needed to use microscopes because they thought that diseases were caused by something that couldn't be seen with the naked eye. The microscopes of their day used lenses to refract and enlarge images of their samples, which helped prove their hypotheses.

Have your students gather lenses of differing width and thickness and bring them to class. Divide the class into groups. Each group will devise its own procedure for determining which combination of lenses magnifies a sample the best and then perform it. Each group should devise its procedure according to the following guidelines:

1. Form a hypothesis about which combination of lenses you think will magnify the sample the best. Define "best." What happens when you add a light source?
2. Select someone to record the group's procedure as accurately as possible, including instructions for measurement and all observations and data collected.
3. Measure the width and thickness of each lens to be used in a systematic way, and determine how data should be recorded.
4. Select a small sample to magnify
5. Determine how the size and clarity of the image and the size of the visual plane should be measured.

After each group has developed and tested its procedure, have each group test another group's procedure using that group's materials. Can the second group reproduce the original group's observations using the same procedure? Why or why not?

CLASSROOM ACTIVITIES

Activity 7: The Plant Doctor

SCIENCE

Life Science 4:2-3

Investigation and Experimentation

Doctors must observe a person's symptoms before making a diagnosis. During Pasteur and Welch's time, doctors had to diagnose patients according to the symptoms they presented, even when they only had a limited knowledge of what actually caused those symptoms.

Use what you have learned about the anatomy of plants and how they function to make diagnoses of your own. Search your school or neighborhood for plants that look "sick" and see if you can figure out what is causing them to be unhealthy. Consider the following:

- Are they getting enough sunlight, water, or nutrients to thrive? Why or why not?
- Do they have to compete with other plants or animals for sunlight, water, or nutrients? Who is winning this battle?
- Are bugs or other parasites damaging them?
- Has their habitat been disturbed by any human activity?

After you have made your diagnosis, think of some ways to help these plants improve their health. Consider changes in sunlight, water, nutrients, and habitat. Compare and contrast the process you used to help your "patients" with that of a doctor who treats people. What do you think a doctor needs to know in order to adequately diagnose and treat human patients?

MATH

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Activity 8: This Plus That

MATH

1.OA.5-6

2.OA.2

Solve the following word problems:

1. Dr. Welch buys a box of 12 pastries before going to work. If he eats 3 at the bakery and 4 on his way to work, how many will he have left by the time he gets to his office?
2. Dante wants to buy Girl Scout cookies from Samantha Sue. If he buys 7 boxes of Thin Mints, 5 boxes of Samoas, and 6 boxes of Trefoils, how many total boxes of cookies has he bought?
3. Louis Pasteur gives out soap to everyone he can! If he gives 4 bars to Dr. Pion Pion, 5 to his patients, and 3 to his friends, how many bars of soap has he given away?
4. Dr. Welch has 19 patients waiting to see him. If he sees 13 patients before lunch, how many does he have left to see after lunch?

Activity 9: Convert This

MATHEMATICS

4.MD:3

5.MD:1

Solve the following word problems.

1. The typical adult dosage of the Yellow Fever vaccine (Yf-Vax) is 0.5mL. Convert this to centiliters, deciliters, liters, and nanoliters.
2. According to *Medical Mayhem*, the ashes of a cremated person weigh almost 9 lbs. If an urn weighs 3 lbs, how much do 3 urns of ashes weigh? Convert your answer to ounces.
3. Dante's mother takes Dante to the museum. On one wall, three paintings measuring 3 feet, 2 feet, and 4 feet in length, respectively, are hung in a row 5 inches apart. The left-hand and right-hand paintings are hung 6 inches from each corner. How long must the wall be? Express in inches and feet.
4. If the three paintings from question 3 are hung in a square room, what is the perimeter of the room?

CLASSROOM ACTIVITIES

HISTORY

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Activity 10: In the Pink of Health

HISTORY AND SOCIAL SCIENCE

Continuity and Change, California: a Changing State, Making a New Nation

Ancient Civilizations, Medieval and Early Modern Times, Growth and Conflict

SCIENCE

Physical Science 3:1i

In groups or as a class, explore one of the following prompts and present your findings orally, visually, and/or in writing.

- A. Ancient Greece contributed much to the development of medical practice, knowledge, and research. Aristotle's philosophy of the four elements (earth, fire, water, and air), Hippocrates' theories on disease, and Galen's anatomical discoveries all formed the basis for later advances in medicine, chemistry, biology, and much more. Summarize the major medical discoveries, theories and philosophies of the ancient Greeks. Which have proven to be true? Which have been disproven and how? How did they influence later research and advancement?
- B. Summarize the major medical beliefs and practices of the societies you have been studying. According to them, what caused disease? How was it treated? What did they use for medicine? Who practiced medicine and what was their social standing in society? What kind of training did they receive? How did folklore, mythology, and superstition contributed to the society's understanding of medicine and the human body?
- C. Summarize the major beliefs, norms, mores, and taboos surrounding mental health and mental illness in the societies you have been studying. What caused mental illness and how were patients treated?

ANTI-BULLYING

HISTORY AND SOCIAL SCIENCE

People Who Make a Difference 2.3.2

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Thematic discussion questions for *Medical Mayhem*

1. In this play, who were the bullies? How did they bully other characters?
2. Who were the ones being picked on?
3. How did the ones being picked on resolve the problem? Can you do the same thing at school? Why/Why not?
4. In the play, Louis Pasteur works to find the cause of chicken pox despite Dr. Pion Pion's doubts and put-downs. What can you do to cope when others put down your aspirations and make fun of your efforts to achieve something?
5. How do you feel when you see someone else being bullied? What should you do?
6. Those with mental illnesses or disabilities often become the targets of bullying, mistreatment, and abuse. Why do you think this happens and what can you do to prevent it?
7. How do you forgive someone who bullies you? What are some good ways to show forgiveness?
8. Dr. Welch first diagnoses Miss Violet Brown's symptoms as psychosomatic, or self-created and not real. How could he have listened better? How do you feel when others don't take you seriously?

CLASSROOM ACTIVITIES

CHARACTER COUNTS

HISTORY AND SOCIAL SCIENCE

A Child's Place in Time and Space 1.1

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Thematic discussion questions for *Medical Mayhem*

Perseverance:

1. What is perseverance? What does it mean to persevere?
2. What characters in the play persevered and why did they do it?
3. What obstacles did these characters face and how did they overcome them?
4. What would have happened if...
 - a. Louis Pasteur had decided to stop trying to prove that germs cause chicken pox?
 - b. Miss Violet Brown had accepted Dr. Welch's first diagnosis of scarlet fever?
 - c. Samantha Sue had refused to bring Dante the Girl Scout cookies he bought?
5. Think of a time when you persevered because, like Louis Pasteur, you knew that you were right. What obstacles did you face and how did you overcome them?
6. Many scientific theories and discoveries taken for granted today were once laughed at, ridiculed, or dismissed when they first appeared. What does it mean to be open-minded and why is it important to listen to others with an open mind?

Self Confidence and Self-Image:

1. What does it mean to be self confident? What does it mean to have a positive and negative self-image?
2. Which characters were confident in themselves and which were not?
3. Which characters had a negative self-image? How did they view themselves and why?
4. What can you do to have more confidence in yourself?
5. What happens when you have too much self-confidence? How can you prevent this?
6. How can what you say and do affect another person's self-confidence and self-image?
7. What can you do to help others be confident in themselves and look at themselves in a positive way?

Healthy Living and Hygiene:

1. According to the play, what can you do to stay healthy?
2. How do healthy habits like washing your hands help you stay healthy? Name some other healthy habits that have kept you or people you know from getting sick?
3. How do doctors help us to stay healthy?
4. Why is it important to know the causes of diseases and infections? Why is it important to know their symptoms or basic First Aid techniques like CPR?
5. When you do get sick, what do you do to get better and why?

Discipline and Hard Work:

1. What does it mean to have self-discipline? Why is it important to have self-discipline?
2. Name specific incidents from the play where you saw characters solve problems or achieve their goals through hard work. What did they gain from these experiences?
3. Think of a time when you achieved something or solved a problem because you approached it in a disciplined way and worked hard? What did you do and why? What would have happened if you had approached your task in an undisciplined way or refused to work hard?

RESOURCES & ADDENDUMS

FURTHER READING & LEARNING

Electronic Resource

The Philip S Hench Walter Reed Yellow Fever Collection

<http://yellowfever.lib.virginia.edu/reed/story.html>

How Light Microscopes Work

<http://science.howstuffworks.com/light-microscope.htm>

RxList: The Internet Drug Index

<http://www.rxlist.com/yellow-fever-vaccine-drug/indications-dosage.htm>

Mayo Clinic: Diseases and Conditions

<http://www.mayoclinic.org/diseases-conditions>

American Psychological Association

<http://www.apa.org/>

Electronic Activities

About Your Health...

<http://www.scholastic.com/browse/quiz.jsp?id=43121>

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Vocab Fever Word Search

Find these words in the word search.

- | | | |
|-------------|---------------|-------------------|
| 1. germ | 6. treatment | 11. diagnosis |
| 2. vaccine | 7. infection | 12. epidemic |
| 3. syndrome | 8. microscope | 13. disease |
| 4. bacteria | 9. symptom | 14. revolutionize |
| 5. codify | 10. microbe | 15. remedy |

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

ATTENTION 3rd-8th GRADE TEACHERS:

The B Street Theatre is looking for
YOUNG PLAYWRIGHTS

For our annual playwriting contest open to kids in
Northern California!

Give your students the chance to have their plays performed by
The B Street School Tour
in

FanTaSy FeStiVaL XXVIII!

Rules

- Students must be 7-14 years of age.
- Plays must be no longer than 10 pages.
- Plays may contain up to 8 characters.
- No more than 2 students may collaborate on a script.
- Send a photocopy of the play to *The B Street School Tour* with your student's name, telephone number, and name of school. Please note that scripts will not be returned.
- Plays are accepted until January 31 every year. The B Street School Tour performs the winning plays for over 110 schools and organizations from March to June that same year.

Winners Receive

- Oscar Statuette
- Certificate of Achievement
- Official Notification of Award
- Name announced at every performance.
- Recognition in local newspapers
- Awards will be presented at a public performance in Spring 2014 at the B Street Theatre.



To book Fantasy Festival XXVIII
please call: (916) 442-5635

Teachers can go to our website and
download our playwriting curriculum guide.

B Street Theatre School Tour
2711 B Street
Sacramento, CA 95816
www.bstreettheatre.org

BOOK EARLY AND SAVE! B Street Theatre 2013-2014



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Student matinees you come to us.

Beauty and the Beast

An Original Adaptation

Embark on a magical adventure where love conquers all and beauty is truly in the eye of the beholder. Enjoy a fanciful family treat just in time for the Holidays!

NOVEMBER 15 – DECEMBER 29, 2013

The Conductor: Harriet Tubman and the Underground Railroad

by Jerry R. Montoya

Follow the incredible story of one woman's extraordinary courage and her riveting journey from slavery to freedom.

JANUARY 17 – FEBRUARY 23, 2014

Recommended for children ages 8+

The Adventures of Sherlock Holmes

by Jerry R. Montoya

Sir Arthur Conan Doyle's greatest mysteries spring to life as Dr. Sherlock Holmes cracks the world's most baffling cases and outsmarts the infamous Professor Moriarty!

MARCH 7 – APRIL 13, 2014

Alexander and the Terrible, Horrible, No Good Very Bad Day

Book and Lyrics by Judith Viorst

Music by Shelly Markham

Help poor Alexander conquer life's daily dramas in this exuberant, heart-warming musical tale of love and hard-learned lessons.

APRIL 25 – JUNE 1, 2014

Reserve Your Field Trip Today!

**\$10 for students and adults
Tuesdays to Fridays,
9:30am & 11:30am**

Times can be altered to accommodate large groups.

Call or email us for more details:
(916) 442-5635 x114
vmarston@bstreettheatre.org

School tours we come to you.

What the Dickens?

Charles Dickens' legendary tales come to life in a whirlwind of adventure, mystery and romance!

NOVEMBER 4 – 27, 2013

What the Dickens? with a Twist

The B Street School Tour performers add our traditional holiday twist to these legendary tales from Dickens.

DECEMBER 2 – 20, 2013

Medical Mayhem

The history of medicine from leeches to lasers is given a delightful and delirious telling in this musical romp!

JANUARY 13 – FEBRUARY 28, 2014

Fantasy Festival XXVIII

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.

MARCH 17 – JUNE 6, 2014

Add more fun to your writing curriculum! YOUR students' plays could be featured on the Fantasy Festival tour! Ask us today for submission guidelines and for information on our playwriting workshops!

"My fourth graders were enthralled."

- 4th Grade Teacher

Book Now!

**\$500: One assembly
\$900: Two assemblies back-to-back**

Hurry and ask about **early bird discounts**
and package deals.

All shows recommended for Grades K-8.

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www.bstreettheatre.org/for-schools