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A Teacher's Guide

The Celebrated Jumping Frog of Calaveras County and Other Tales

By Buck Busfield

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BEFORE THE PLAY

SYNOPSIS:

Enjoy Mark Twain's wit and wisdom through some of his original short stories! Dive into his breakout success "The Jumping Frog of Calaveras County" (1865), his satirical stories "The Stolen White Elephant" (1882), the Good Little Boy (1871) and the Bad Little Boy (1866), "The Joke That Made Ed's Fortune" (1897), and other humorous tales like "About Barbers" (1871) and "The Experience of the McWilliamses" (1882).

THEMES: California History, Literature, Perseverance, Problem Solving

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 that say the words and do the actions on stage.

CHARACTER: The person or thing that an actor pretends to be or portrays

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

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

COSTUMES or WARDROBE: The clothes and other things an actor wears to show who they are.

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

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. What is the difference between a live play and a movie? What does it mean to adapt a story into a play or movie?
2. Introduce the terms listed in the Theatrical Terms list provided. Can you give examples of these terms from plays or movies you've seen?
3. What do you know about the life and writings of Mark Twain? What do you want to know?
4. What kinds of comedy do you like to read, watch or listen to (slapstick, silly, satire, parody, dark, rom-com, smart etc) and why?

Fun Facts: Mark Twain is the pen name of Samuel L. Clemens. "Mark twain" is nautical jargon for a depth of 2 fathoms (12 feet) of water, which is the depth navigable by steam boats of his day.

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. Refer back to the Theatrical Terms list on page 3. What examples of these terms did you find in the show?
 - a. What did you think of the scenery, costumes, and props? Did they help you understand the stories that were told? Why or why not?
 - b. How did the music or sound effects used during the show help you understand the stories being told?
2. Sometimes humorous stories are told simply to make people laugh while others have a specific message, moral or point.
 - Which stories had something more to say?
 - What was the message, moral, or point each tried to convey?
 - How successful were Twain and Busfield at conveying their messages or points? How did humor help them?
3. “The Story of the Bad Little Boy Who Never Came to Grief” and “The Story of the Good Little Boy” are two stories by Mark Twain published five years apart that the playwright Buck Busfield used to tell one story. Why do you think he did this?

Fun Facts: Mark Twain first heard the story of the Jumping Frog of Calaveras County in the Angels Hotel in Angels Camp, CA.

CLASSROOM ACTIVITIES

VOCABULARY

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Activity 1: Celebrated Words

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

READING 1.0: Vocabulary and Concept Development

2:1.10

3:1.7-8

4:1.3-4,6

5:1.2,4

6:1.2

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

3:1.7

- | | | |
|--------------|----------------|----------------|
| 1. grime | 6. quail | 11. croup |
| 2. wager | 7. vanquish | 12. villainous |
| 3. abhor | 8. barber | 13. pinpoint |
| 4. court | 9. cauterize | 14. employee |
| 5. exquisite | 10. illustrate | |

Use a DICTIONARY to do the following:

- Define the words and identify their parts of speech
- Divide each word into syllables and identify roots, prefixes, suffixes, and language of origin. Can you add any prefixes or suffixes to make different words?
- Do any of these words have multiple meanings? Describe the different meanings
- Choose five words and write a sentence for each.

MATH

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Activity 2: Calaveras Counting

MATHEMATICS

1.MD:2

2.MD:5

Solve the following word problems:

- Jim wants to have a frog jumping race! If Jim has 2 frogs and Simon has 3 frogs, how many frogs are in the race? If Clementine joins the race with 3 frogs, how many frogs are there now?
- There are 12 customers sitting in Howard's barbershop. If 4 customers leave, how many customers are left?
- Mrs. McWilliams spent the morning splitting wood. She started the morning with a pile of 35 logs to split. If she split 19 logs before lunch, how many logs did she have left to split after lunch?
- If Mr. McWilliams adds 22 logs to Mrs. McWilliams' pile after lunch, how much more wood does she have to split now?

Activity 3: Convert This!

MATHEMATICS

4.MD:2

5.MD:1

Solve the following word problems.

- If Jumbo's pen on the ship is 5 meters long by 7 meters wide, what is the perimeter of the pen? What is the area of the pen in square meters?
- A fathom is a length equal to 6 feet or 1.8 meters commonly used to measure the depth of water in lakes, rivers, and oceans. Using this information, create a formula to answer the following questions:
 - 36 feet = ? fathoms
 - 8 fathoms = ? feet
 - 7.2 fathoms = ? meters
 - 3.6 meters = ? fathoms
- When Ed was still working on the docks, he made an average \$8.75 an hour. If Fairchild paid him in quarters, how many quarters would he receive?
- If Mrs. McWilliams splits 20 logs and each log weighs 2.5 pounds, how many pounds of wood does she split? How many ounces?

CLASSROOM ACTIVITIES

Activity 4: Story Time!

READING 3.0: Literary Response and Analysis: Narrative Analysis

Read the excerpts provided from Mark Twain's "The Celebrated Jumping Frog of Calaveras County" printed on pg 12-13.

1. Answer the grade-level appropriate literary analysis questions on page 7.
2. Draw storyboards of either Mark Twain's version of the story or Buck Busfield's adaptation. Have students pair up and compare and contrast the two versions of the story they have read/seen. Why do you think Busfield made the changes he did?

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' folktales 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.

Fun Facts:

One of the things that makes Mark Twain such an important writer is that he was the first to publish stories about ordinary Americans and to write using their slang.

Activity 5: Say It Again, Sam

READING 3.0: Literary Response and Analysis: Narrative Analysis 3:3.3

LISTENING AND SPEAKING 2.0: Applications 4:2.4

VISUAL & PERFORMING ARTS

1.0 Artistic Perception

2.0 Creative Expression

When your students write a story, they can use slang and dialect to help define their characters just like Mark Twain. Explain that different characters in a story might have different speech patterns or ways of talking, and that during conversations, there are often interruptions where a person might not finish saying what they started to say.

Ask your students to discreetly observe the way people of different ages, ethnic/racial/geographic backgrounds, genders, and levels of education speak over the next day or two. Have them take note of the following:

- Regularly used phrases that are shortened grammatically or phonetically (ex. 'wanna' vs. 'want to' or 'y'all' vs. 'you all' / 'you guys')
- Slang words or phrases (ex. yolo, that's *tight*)
- Relative levels of vocabulary or sentence simplicity or complexity
- Sentence construction (ex. "I don't have any" vs. 'I don't got none')
- Words or pronunciation patterns from Spanish or other languages integrated into speech

Then, have students choose one of the following situations and write a conversation between the two characters, defining them mainly by how they speak. Share with the class.

1. A dentist is about to pull the tooth of a patient.
2. A teacher catches a student cheating on a test.
3. A policeman is writing a speeding ticket for someone

CLASSROOM ACTIVITIES

Literary Analysis

READING 3.0: Literary Response and Analysis: Narrative Analysis

Have your students read the excerpt from Mark Twain's "The Celebrate Jumping Frog of Calaveras County" on pages 12-13 and discuss the following grade-level appropriate questions.

The full story can be found at: <http://twain.lib.virginia.edu/projects/price/frog.htm>

Third Grade Narrative Analysis

1. Describe the plot of the text—the sequence of events that make up the story.
2. Describe the characters in the story. What are their personalities like? How do they talk? How do they relate to one another?
3. How does the author show and/or tell you what the characters are like?
4. What is the theme and/or message of the text?

Fourth Grade Narrative Analysis

1. Describe the plot of the story. Describe the cause-and-effect relationships between each event. Does the author help to predict what will happen in the story? Why or why not?
2. The context of a story can be defined by the social, political, economic, and other circumstances that help us understand a story or the writer's intentions better. What context related to this story's setting would help you understand the story better?
3. What does the author's description of the setting tell you about the characters or the story?
4. How does each character's personality influence his actions and the plot of the story? If Jim Smiley had not been so eager to make bets, would the story have turned out differently?
5. Does Mark Twain give you any clues about how the story might end? If so, where and how?

Fifth Grade Narrative Analysis

1. What is the main problem of the story?
2. Why does Jim Smiley make so many bets? How far is he willing to go to make sure that he wins?
3. What kind of person is the stranger and how do you know?
4. How far is the stranger willing to go in order to win?
5. What is the theme of the story? Is the story trying to teach or explain something? What is it trying to say?
6. What can you learn about life in mid-19th century California from this story?
7. What literary devices does Twain use to tell his story? Why does he use them? Why doesn't he use the kind of alliteration, simile, metaphor, or other ornate or flowery language that his peers might have used?

Literary Criticism: Evaluating Literary Technique

READING 3.0: Literary Criticism

Explain the following to the class in an essay or speech: What literary devices does Twain use the most in this story and how well does he use them?

Fun Facts: Mark Twain saw his first national success as a writer when he published "Jim Smiley and his Jumping Frog" in 1865.

CLASSROOM ACTIVITIES

HISTORY

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

VISUAL & PERFORMING ARTS

5.0 Connections, Relationships, Applications

Activity 6: Extra, Extra!

After mining in Angel's Camp, Mark Twain eventually went to work for a newspaper in San Francisco. Before the internet and TV news broadcasts came along, newspapers were the major source for news, information, and entertainment for most Americans.

As a class, create your own newspaper for the place and time that you are studying or for your own community. Have students create content for one of the following categories. If those you are studying didn't have newspapers, how did they spread this kind of information?

Current world stories	Current local stories	Community events
Human interest stories	Reviews	Letters to the Editor
Weather reports	Sports stories and scores	Cartoons
Advertisements	Classifieds and help-wanted ads	Op-Eds

Activity 7: Community Builders

Though many people came to California specifically to mine for gold, others came because they knew that there would be opportunities to start their own businesses such as general stores, barbershops, newspapers, etc. These early entrepreneurs helped build the communities that we live in today.

Have your students choose a business from the list below (or one of their own) to run in an imaginary gold rush town. Have them make a poster or model showing their business (the inside or the outside), and describe their business to the class. What service would they provide or what goods would they sell? Why is this important to the community?

General store	Barbershop	Tailor's shop
Doctor's office	Feed store (for animals)	Hotel
Mill	Newspaper	Restaurant
Ferrier/Blacksmith shop	Carpentry shop	Farm

Fast Facts: Mark Twain held many different jobs during his lifetime including: printer, steam boat pilot, miner, newspaper reporter, author, and lecturer among others.

CLASSROOM ACTIVITIES

CHARACTER COUNTS

VISUAL & PERFORMING ARTS

6.0 Connections, Relationships, Applications

Perseverance:

1. What does it mean to persevere or to have perseverance?
2. Name characters from the show who persevered. How were they rewarded and how just was their reward?
3. Are there any characters who could have persevered better or more? How so?
4. Describe a time when you persevered and were rewarded for your efforts. What did you do?
5. Can you describe a time when you wish you had persevered?

Humor:

1. What does it mean to have a sense of humor?
2. Define the following types of humor or others you can think of:

Slapstick silly satire parody dark smart
3. What parts of the play did you find funniest and why?
4. For what reasons would a joke or story NOT be funny?
5. In one story, Ed's coworkers play lots of practical jokes on him. When are practical jokes funny and appropriate and when are they not?

Sportsmanship and Fairness:

1. What is sportsmanship? Can you give examples of good sportsmanship and bad sportsmanship in your favorite games?
2. Where in the play did you see someone treated unfairly? In what way was he or she treated unfairly and why? What could have been done to change the situation for the better?
3. Why is it bad to cheat? Can you describe a time when you caught someone cheating? How did you respond?
4. How often have you heard the phrase "life is unfair?" Which stories in the play carry this theme and why?

ANTI-BULLYING

VISUAL & PERFORMING ARTS

7.0 Connections, Relationships, Applications

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. How do you feel when you see someone else bullied? What should you do?
5. In the story of the stolen white elephant, the policemen push or *extort* Viyoo to pay them more money to find Jumbo. What does it mean to extort someone? How can this be a form of bullying?
6. When people choose to act or dress differently than we do, or pursue a different lifestyle, how can we learn more about them and interact with them without hurting their feelings?
7. In the story of the Good and Bad Little Boys, the Good Boy is often punished for the Bad Boy's pranks. What can we do to keep this from happening in our homes, schools, and communities?
8. How do you forgive someone who bullies you? What are some good ways to show forgiveness?

RESOURCES & ADDENDUMS

FURTHER READING & LEARNING

Electronic Resource

Works by Mark Twain

<http://americanliterature.com/author/mark-twain/bio-books-stories>

The Official Website of Mark Twain

<http://www.cmgww.com/historic/twain/>

The Mark Twain House and Museum

<https://www.marktwainhouse.org/index.php>

Mark Twain in His Times

<http://twain.lib.virginia.edu/index2.html>

CalaverasHistory.org

<http://www.calaverashistory.org/general-calaveras>

Electronic Activities

Mark Twain's Memory-Builder Game

<http://twain.lib.virginia.edu/timeline/index.html>

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VISUAL AND PERFORMING ARTS

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4.0 Aesthetic Valuing: 4

5.0 Connections, Relationships,

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Celebrated Words Word Search

Find these words in the word search.

- | | | |
|--------------|----------------|----------------|
| 1. grime | 6. quail | 11. croup |
| 2. wager | 7. vanquish | 12. villainous |
| 3. abhor | 8. barber | 13. pinpoint |
| 4. court | 9. cauterize | 14. employee |
| 5. exquisite | 10. illustrate | |

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

The Celebrated Jumping Frog of Calaveras County

[...] There was a feller here once by the name of Jim Smiley, in the winter of '49 or may be it was the spring of '50 I don't recollect exactly, somehow, though what makes me think it was one or the other is because I remember the big flume wasn't finished when he first came to the camp; but any way, he was the curiosest man about always betting on any thing that turned up you ever see, if he could get any body to bet on the other side; and if he couldn't, he'd change sides. Any way that suited the other man would suit him any way just so's he got a bet, he was satisfied. But still he was lucky, uncommon lucky; he most always come out winner. He was always ready and laying for a chance; there couldn't be no solittry thing mentioned but that feller'd offer to bet on it, and -take any side you please, as I was just telling you.

[...]

He ketched a frog one day, and took him home, and said he cal'klated to edercate him; and so he never done nothing for three months but set in his back yard and learn that frog to jump. And you bet you he did learn him, too. He'd give him a little punch behind, and the next minute you'd see that frog whirling in the air like a doughnut see him turn one summerset, or may be a couple, if he got a good start, and come down flat-footed and all right, like a cat. He got him up so in the matter of catching flies, and kept him in practice so constant, that he'd nail a fly every time as far as he could see him. Smiley said all a frog wanted was education, and he could do most any thing and I believe him. Why, I've seen him set Dan'l Webster down here on this floor Dan'l Webster was the name of the frog and sing out, "Flies, Dan'l, flies!" and quicker'n you could wink, he'd spring straight up, and snake a fly off'n the counter there, and flop down on the floor again as solid as a gob of mud, and fall to scratching the side of his head with his hind foot as indifferent as if he hadn't no idea he'd been doin' any more'n any frog might do. You never see a frog so modest and straightforward as he was, for all he was so gifted. And when it come to fair and square jumping on a dead level, he could get over more ground at one straddle than any animal of his breed you ever see. Jumping on a dead level was his strong suit, you understand; and when it come to that, Smiley would ante up money on him as long as he had a red. Smiley was monstrous proud of his frog, and well he might be, for fellers that had traveled and been everywhere, all said he laid over any frog that ever they see.

Well, Smiley kept the beast in a little lattice box, and he used to fetch him down town sometimes and lay for a bet. One day a feller a stranger in the camp, he was come across him with his box, and says:

"What might it be that you've got in the box?"

And Smiley says, sorter indifferent like, "It might be a parrot, or it might be a canary, may be, but it an't it's only just a frog."

And the feller took it, and looked at it careful, and turned it round this way and that, and says, "H'm so 'tis. Well, what's he good for?"

"Well," Smiley says, easy and careless, "He's good enough for one thing, I should judge he can outjump any frog in Calaveras county."

The feller took the box again, and took another long, particular look, and give it back to Smiley, and says, very deliberate, "Well, I don't see no p'int about that frog that's any better'n any other frog."

"May be you don't," Smiley says. "May be you understand frogs, and may be you don't understand 'em; may be you've had experience, and may be you an't only a amature, as it were. Anyways, I've got my opinion, and I'll risk forty dollars that he can outjump any frog in Calaveras county."

And the feller studied a minute, and then says, kinder sad like, "Well, I'm only a stranger here, and I an't got no frog; but if I had a frog, I'd bet you."

And then Smiley says, "That's all right that's all right if you'll hold my box a minute, I'll go and get you a frog." And so the feller took the box, and put up his forty dollars along with Smiley's, and set down to wait.

So he set there a good while thinking and thinking to hisself, and then he got the frog out and prized his mouth open and took a tea- spoon and filled him full of quail shot filled him pretty near up to his chin and set him on the floor. Smiley he went to the swamp and sloped around in the mud for a long time, and finally he ketched a frog, and fetched him in, and give him to this feller, and says:

"Now, if you're ready, set him alongside of Dan'l, with his fore- paws just even with Dan'l, and I'll give the word." Then he says, "One two three jump!" and him and the feller touched up the frogs from behind, and the new frog hopped off, but Dan'l give a heave, and hysted up his shoulders so like a Frenchman, but it wan's no use he couldn't budge; he was planted as solid as an anvil, and he couldn't no more stir than if he was anchored out. Smiley was a good deal surprised, and he was disgusted too, but he didn't have no idea what the matter was, of course.

The feller took the money and started away; and when he was going out at the door, he sorter jerked his thumb over his shoulders this way at Dan'l, and says again, very deliberate, "Well, I don't see no p'int about that frog that's any better'n any other frog."

Smiley he stood scratching his head and looking down at Dan'l a long time, and at last he says, "I do wonder what in the nation that frog throw'd off for I wonder if there an't something the matter with him he 'pears to look mighty baggy, somehow." And he ketched Dan'l by the nap of the neck, and lifted him up and says, "Why, blame my cats, if he don't weigh five pound!" and turned him upside down, and he belched out a double handful of shot. And then he see how it was, and he was the maddest man he set the frog down and took out after that feller, but he never ketchd him.

**B Street Theatre's
STUDENT MATINEES
2015-2016**

Anansi, the Spider

Adapted by Dave Pierini

September 29 – November 8, 2015

INTRODUCING! Anansi, the Spider! One of the GREAT folk heroes of the world! He is a rogue, a mischief maker, and a wise, lovable creature who triumphs over larger foes. These African folktales will delight all ages.

A Christmas Carol

Adapted by Buck Busfield

November 17 – December 27, 2015

Dust doesn't have time to settle on this age-old story! And more than just dust flies with this B Street adaptation!

Frankenstein

Adapted by Jerry Montoya

February 16 – March 20, 2016

Travel in time to the first science fiction story ever written! Journey with Viktor Frankenstein and encounter his doomed creature! A surprising tale of friendship, alienation and love.

Alice in Wonderland

Adapted by Buck Busfield

April 12 – May 22, 2016

Don't be late for these very important dates! Come down the rabbit hole with Alice!