



# **Study Guide**

## **For Teachers and Students**

### **The Frog Prince**

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## Backgrounder ~ The Brothers Grimm



Born in Germany in 1785 and 1786 respectively, Jacob and Wilhelm Grimm (the Brothers Grimm) were the second and third children in a family of nine siblings. Their father died in 1796 when the boys were ten and eleven years old. Both boys are able to attend secondary school by living with an aunt in their mother's home city of Steinau, and both go on to study law at the University of Marburg. While at Marburg, the Brothers become interested in German Folk tales and begin to compile a collection. When their mother dies in 1808, Jacob feels obligated to support his younger siblings, so takes a job as a librarian at Kassel, and is followed by Wilhelm shortly thereafter. By 1812, the Brothers have collected 86 folktales and proceed to publish them in an anthology they title *Children's and Household Tales*. By 1814, they have an additional 70 folktales they add to the original anthology, and by the end of their careers, will see six revisions with over 200 folktales contained in their text. *Children's and Household Tales*, later known as *Grimm's Fairy Tales*, became one of the most well known German texts of its time, and continues to be read today.

In 1819, the Brothers Grimm receive honorary doctorates from the University of Marburg, and continue with their studies and research of German legends and folktales. By 1830, both Brothers have resigned their librarian positions in Kassel in order to accept professorial and librarian positions at the University of Göttingen. Because of their protests against what they perceive as constitutional violations by the King of Hanover, they are both fired from their positions. However, an offer for positions from the University of Berlin is made, and the Brothers leave Göttingen for Berlin. They continue their political activities and scholarly work, but eventually resign their positions at the University in 1852 to focus entirely on their own interests. Wilhelm dies in 1859 at the age of 73, and Jacob dies in 1863 at the age of 78. During their lifetimes, they wrote prolifically, publishing articles, reviews, book chapters, and of course many books of their own. Their published tales include:

*Cinderella*  
*Little Briar Rose*  
*Little Snow White*  
*Rumpelstiltskin*  
*Little Red Riding Hood*  
*Sleeping Beauty*  
*Beauty and the Beast*  
*Hansel and Gretel*

## The Frog Prince ~ The Brothers Grimm



One fine evening a young princess put on her bonnet and clogs, and went out to take a walk by herself in a wood; and when she came to a cool spring of water with a rose in the middle of it, she sat herself down to rest a while. Now she had a golden ball in her hand, which was her favourite plaything; and she was always tossing it up into the air, and catching it again as it fell.

After a time she threw it up so high that she missed catching it as it fell; and the ball bounded away, and rolled along on the ground, until at last it fell down into the spring. The princess looked into the spring after her ball, but it was very deep, so deep that she could not see the bottom of it. She began to cry, and said, 'Alas! if I could only get my ball again, I would give all my fine clothes and jewels, and everything that I have in the world.'

Whilst she was speaking, a frog put its head out of the water, and said, 'Princess, why do you weep so bitterly?' 'Alas!' said she, 'what can you do for me, you nasty frog? My golden ball has fallen into the spring.'

The frog said, 'I do not want your pearls, and jewels, and fine clothes; but if you will love me, and let me live with you and eat from off your golden plate, and sleep on your bed, I will bring you your ball again.'

'What nonsense,' thought the princess, 'this silly frog is talking! He can never even get out of the spring to visit me, though he may be able to get my ball for me, and therefore I will tell him he shall have what he asks.'

So she said to the frog, 'Well, if you will bring me my ball, I will do all you ask.' Then the frog put his head down, and dived deep under the water; and after a little while he came up again, with the ball in his mouth, and threw it on the edge of the spring.

As soon as the young princess saw her ball, she ran to pick it up; and she was so overjoyed to have it in her hand again, that she never thought of the frog, but ran home with it as fast as she could.

~2~

The frog called after her, 'Stay, princess, and take me with you as you said,' but she did not stop to hear a word.

The next day, just as the princess had sat down to dinner, she heard a strange noise - tap, tap - plash, plash - as if something was coming up the marble staircase, and soon afterwards there was a gentle knock at the door, and a little voice cried out and said:

'Open the door, my princess dear,  
Open the door to thy true love here!  
And mind the words that thou and I said  
By the fountain cool, in the greenwood shade.'

Then the princess ran to the door and opened it, and there she saw the frog, whom she had quite forgotten. At this sight she was sadly frightened, and shutting the door as fast as she could came back to her seat.

The king, her father, seeing that something had frightened her, asked her what was the matter. 'There is a nasty frog,' said she, 'at the door, that lifted my ball for me out of the spring this morning. I told him that he should live with me here, thinking that he could never get out of the spring; but there he is at the door, and he wants to come in.' While she was speaking the frog knocked again at the door, and said:

'Open the door, my princess dear,  
Open the door to thy true love here!  
And mind the words that thou and I said  
By the fountain cool, in the greenwood shade.'

Then the king said to the young princess, 'As you have given your word you must keep it; so go and let him in.'

She did so, and the frog hopped into the room, and then straight on - tap, tap - splash, splash - from the bottom of the room to the top, till he came up close to the table where the princess sat. 'Pray lift me upon chair,' said he to the princess, 'and let me sit next to you.'

As soon as she had done this, the frog said, 'Put your plate nearer to me, that I may eat out of it.' This she did, and when he had eaten as much as he could, he said, 'Now I am tired; carry me upstairs, and put me into your bed.' And the princess, though very unwilling, took him up in her hand, and put him upon the pillow of her own bed, where he slept all night long.

~3~

As soon as it was light the frog jumped up, hopped downstairs, and went out of the house. 'Now, then,' thought the princess, 'at last he is gone, and I shall be troubled with him no more.' But she was mistaken; for when night came again she heard the same tapping at the door; and the frog came once more, and said:

'Open the door, my princess dear,  
Open the door to thy true love here!  
And mind the words that thou and I said  
By the fountain cool, in the greenwood shade.'

And when the princess opened the door the frog came in, and slept upon her pillow as before, till the morning broke. And the third night he did the same. But when the princess awoke on the following morning she was astonished to see, instead of the frog, a handsome prince, gazing on her with the most beautiful eyes she had ever seen and standing at the head of her bed.

He told her that he had been enchanted by a spiteful fairy, who had changed him into a frog; and that he had been fated so to abide till some princess should take him out of the spring, and let him eat from her plate, and sleep upon her bed for three nights.

'You,' said the prince, 'have broken his cruel charm, and now I have nothing to wish for but that you should go with me into my father's kingdom, where I will marry you, and love you as long as you live.'

The young princess, you may be sure, was not long in saying 'Yes' to all this; and as they spoke a brightly coloured coach drove up, with eight beautiful horses, decked with plumes of feathers and a golden harness; and behind the coach rode the prince's servant, faithful Heinrich, who had bewailed the misfortunes of his dear master during his enchantment so long and so bitterly, that his heart had well-nigh burst.

They then took leave of the king, and got into the coach with eight horses, and all set out, full of joy and merriment, for the prince's kingdom, which they reached safely; and there they lived happily a great many years.

# The Frog Prince

- By Garner Butler & Jeff Unger

## The Characters

### Princess Glorianna

The central character of the play, Glorianna is somewhat demanding, spoiled and self-centred. She has become bored with her royal surroundings, her royal clothes, her royal jewels, and her royal life in general. She is desirous of something different in her life. Perhaps because of her boredom, Glorianna is less than kind to the people around her, particularly her chambermaid Lily, and because of her status as princess, imagines herself to be beyond reproach.

### Lily

The chambermaid of Princess Glorianna, named Lily, is somewhat of a flirt. She tolerates Glorianna but it becomes clear that Lily is quite fed-up with the egotistical princess and is not afraid to express this. Lily is a comic foil and is played "way over the top" by a male actor.

### Frog

Lives in the Shadowy Swamp and believes that he might be a prince if kissed by a princess with a golden ball, like his Uncle Juan was. Dissatisfied with his current lot in life, the Frog longs to be something more than he is and sees Glorianna as his ticket out of the swamp.

### King

Glorianna's father, the King seems to be a man of royal integrity, if not an understanding father. When Glorianna fails to keep her royal promise to the Frog, the King is unhappy, perceiving her broken promise as a sign of dishonour. He expresses his disappointment in her and commands her to make good her word to the Frog.

### Bogman

A malevolent creature, Bogman lives in the Shadowy Swamp, instilling fear in all those who would pass his way. He describes himself as an Ogre and a Monster and seems to take great pleasure in his nastiness.

**The Setting:** The Castle and the Shadowy Swamp

**The Era:** Once upon a time

## Play Overview

It is springtime and the play begins in the castle garden at the edge of the swamp. Lily, the Princess' chambermaid is summoning the Princess Glorianna to the castle. When Glorianna appears, she is expressing her general dissatisfaction with her royal life. Glorianna and Lily proceed to quarrel, with Glorianna throwing her golden ball at her servant. She misses, and the ball plunges into the depths of the forbidden swamp where it is recovered by a frog.

Glorianna catches up with the frog, who cannot believe his good luck at having found the ball. He believes in an ancient tale passed from frog to frog that if kissed by a princess with a golden ball, a frog will become a prince. Thus begin his efforts to negotiate a kiss from Glorianna for the return of her ball. Eventually, she promises the Frog anything he wants, imagining he will ask for jewels or some other tangible objects. When he asks for a kiss, Glorianna expresses disgust, refuses to honour her promise to him, grabs the ball and runs off toward the castle.

Back at the castle, Glorianna continues to express her disgust when she is interrupted by a knock on the door. She demands Lily answer it, but the chambermaid is nowhere to be found. Meanwhile, the King enters the room just as the Frog is being announced. The Frog has described himself as Glorianna's fiancé, and the King is intrigued. While the King too finds the Frog rather distasteful, he listens to the story of Glorianna's broken promise and commands her to keep it. The King seems concerned that if his daughter has no accountability for her broken promises, she will never have friends.

Upon the King's departure, Glorianna is left alone with the Frog and she begins to see him in a new light. She continues to wonder how a princess and a frog can be friends but realizes that her life has become more interesting since he entered it. At the same time, the Frog begins to realize that his life is not so bad, that really there is nothing wrong with being a frog! Upon realizing that he is happy, he determines to return to the swamp to live out his life. Glorianna goes after him intent on apologizing and becoming his friend. She finds him but alas, the Bogman is lurking! As they try to escape, they determine to become friends but find themselves surrounded by the Bogman and his cronies.

In her efforts to save her new friend, Glorianna pleads with the Bogman, finally offering him her beloved golden ball in exchange for freedom. Safe at last, Glorianna and the Frog become friends. Glorianna manages to kiss the Frog in the hopes of fulfilling his dream to turn into a handsome prince. But the Frog is after all, just a frog and happy to be so!

## Study Questions

The questions that follow are intended to help students have a more meaningful viewing experience as they watch the play. Feel free to adapt them as necessary to fit the needs of your students.

### Grades 1-3:

1. How does spring make you feel?
2. How would you describe Princess Glorianna?
3. Why do you think she is bored with her life?
4. Are Glorianna and Lily friends?
5. What happens when Glorianna throws her golden ball?
6. Why does the Frog get excited when he finds the golden ball?
7. What does the Frog ask for from Glorianna in return for her ball?
8. Should Glorianna keep her promise to the Frog?
9. How does the King get involved?
10. When the Frog leaves the castle, what happens?
11. Does the Frog turn into a prince?
12. What can we learn from this play?

**Grades 4-6:**

1. What sort of person do you think Glorianna is? Explain.
2. Why is Glorianna so bored with her life?
3. Describe the relationship between Glorianna and Lily.
4. Are there similarities between Glorianna and the Frog? Differences?
5. Explain why Glorianna does not keep her promise.
6. How does the King intervene?
7. Are the King and Glorianna fair in their description of the Frog? Explain.
8. Why does the Frog leave the castle?
9. Why does Glorianna follow the Frog into the Shadowy Swamp?
10. How does the Bogman 'help' the Frog and Glorianna?
11. Do Glorianna and the Frog change from the beginning to the end of the play? Explain?
12. What can we learn from this play?

## What Can Be Learned

**Often, common themes may be found in fairytales, including:**

- ✘ Escaping strong and evil enemies
- ✘ Accomplishing difficult tasks
- ✘ Gaining wisdom through suffering
- ✘ The triumph of good over evil
- ✘ The value of generosity, selflessness and humility
- ✘ Triumph of the youngest, weakest, most oppressed

**The following are themes found in *The Frog Prince***

*Self-Acceptance: Learning to be happy with who we are*

- ✘ The Frog believes he will only be happy as a prince, not a frog. Over the course of the play he comes to accept himself for what he is, appreciating that the life he has is a good one.

*A promise is a promise*

- ✘ Glorianna makes a promise to the Frog, but refuses to keep it or to be accountable for her refusal.
- ✘ The King is disappointed in Glorianna for not living up to her word.

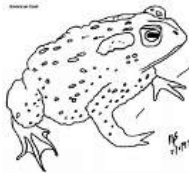
*Never judge a book by its cover!*

- ✘ Glorianna treats the Frog poorly because of his appearance rather than his character. In the end, she comes to see the Frog as a friend rather than as an amphibian.
- ✘ The Frog is upset by Glorianna's treatment and wishes the princess would see the real him.

*Friends come in all shapes and sizes*

- ✘ Glorianna and the Frog become friends despite their differences. They learn to accept one another for who they are, rather than what they might be.

## Frogs ~ It's Not Easy Being Green!



### Background:

Sometimes frogs get a bum rap! They are often disliked by humans and perceived as slimy and smelly. But frogs are an important part of our ecosystem. Before students see the play *The Frog Prince*, spend some time studying real life frogs, connecting science with literature. The purpose of this activity is to ascertain student's prior knowledge and to engage in 'frog' inquiry. You may need to allocate more than one class period to this activity.

### Activities:

1. Place a picture of a frog on the overhead.
2. Ask your students the following question: "What makes a frog special?" Allow some class discussion in response to the question and to get a sense what your students know (or don't know) about frogs.
3. Place students in groups of two and give each group one question to guide their frog inquiry. Questions might include:
  - a. Where do frogs live?
  - b. What is the life cycle of a frog?
  - c. What do frogs eat?
  - d. Why do some frogs sing?
  - e. What is so special about a frog's skin?
  - f. How big is the biggest frog and how small is the smallest?
  - g. How do frogs protect themselves from their enemies?
  - h. Can frogs really turn into people?
4. When students have completed their research, break them into small groups and have them share and discuss their findings.
5. As a whole class, discuss what has been learned about frogs.

### Closure:

Create a Fun Facts about Frogs Display – have each pair include one interesting thing they learned about frogs during their research. Include illustrations and drawings.

# Fun Facts About Frogs!

## Did you know...

1. A group of frogs is called an 'army' of frogs
2. The earliest known frog appeared some 160 million years ago during the Jurassic period.
3. Frogs that live in colder climates hibernate in winter because as the temperature drops, so does their body temperature until they are unable to move.
4. There are approximately 3,500 species of frogs!
5. Some frogs can jump as much as 20 times their own length!



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## The smallest frog in the world...

Measuring only 1 centimetre, the smallest frog in the world can be found on the island of Cuba.

## The largest frog in the world...

The largest frog in the world, usually 12 inches long, is found in West Africa.

## Frogs and Toads Compared...

### *Frogs have*

Smooth or slimy skin  
 Long, strong legs  
 Lay eggs in clusters  
 Two bulging eyes

### *Toads have*

warty and dry skin  
 Short hind legs and stubby bodies  
 Lay eggs in long chains  
 Paratoid glands behind the eyes

## Self-Acceptance ~ I'm OK, You're OK

### Background:

This lesson is intended for students in grades 1 through 6, though it may need to be adapted slightly to fit the needs of your students. One of the central themes of the play "The Frog Prince" is self-acceptance. The intent of this lesson is to explore the concept of self-acceptance with students and to celebrate the unique characteristics and qualities that each one of us possesses; that is, the things that make us special.

### Activities:

1. Begin by reading *The Paper Bag Princess* by Robert Munsch to your students. Ask students to discuss Elizabeth's response to Rodney at the end of the story. Why did she choose to walk away from Rodney instead of living "happily ever after" with him.
2. Begin a discussion of self-acceptance and identity. Ask students to characterize Princess Elizabeth in the story and discuss as a whole class.
3. Now ask students to think about the following questions:
  1. How do you feel when you think about the kind of person you are?
  2. Do you like yourself?
  3. Do you accept yourself for who you are?
4. Hand out paper and art supplies. Have the students draw a picture of themselves in the middle of the paper. Around the outside of the picture, have them draw / write descriptions of themselves (ie: friendly, athletic, quiet, etc).
5. When the students have completed their individual drawings, have them put them away and take out a new piece of paper and write their name on the top.
6. Explain to students that they will be passing their sheet forward until it has been around the entire room. Each student is to write one word to describe the person whose sheet they have. Remind students that these words are to be thoughtful and kind, not destructive and mean.
7. When everyone has written on every sheet – each should be returned to its owner. Have students take a moment to read what their classmates have written.
8. Now have students return to their initial drawing and include the words their classmates have used to describe them.
9. Post all of the drawings around the room.

### Closure:

You might want to give students a journal assignment at the end of class where they explore what they learned about themselves and about their classmates' perceptions of them. With younger students, end class with a discussion about the purpose of the activity – self-acceptance, and how this relates to the play they are about to see.

## The Frog Prince ~ Front Page News

### Background:

This lesson is intended for students in grades 1 through 6, though it may need to be adapted slightly to fit the needs of your students. For younger students, creating the front page of a newspaper on their own may be too much, so you might plan as a whole class, having some students orally dictate the article they would like to include, or create some drawings for the page. The purpose of the lesson is to provide students with an opportunity to think about the important elements of the fairytale, the characters, their actions and what can be learned. It brings students back to the play after they have seen it, providing opportunities for creativity and fun! It will likely take two or more class periods.

### Activities:

1. Discuss the role of the newspaper in society (to report news, provide opinions on important issues, and communicate with the public).
2. Share some examples of front pages with students, explaining the function of the headlines, photos, and articles.
3. As a class, brainstorm possible headlines for the front page. Write these on the board. For example, because the Princess breaks her promise to the Frog, the Headline might read PRINCESS BREAKS PROMISE.
4. Put students into small groups and give each group one of the headlines. Have them write a short article to explain the headline and create an illustration to go with it. Students will likely need most of the class time to complete this.
5. When all the groups have finished their articles, come together as a whole class to decide how the articles should appear on the Front Page.
6. Have a large piece of Bristol board handy to act as the front page. Layout and attach the articles. Decide on a name for the paper and add to the Bristol Board.
7. Display the Front Page prominently in the class.

### Closure:

Debrief the activity with students. What did they find meaningful? Remind them that there is always something to be learned from fairytales, that they are not just intended to entertain.

## Comparing Two Versions Of *The Frog Prince*

### Background:

The version of *The Frog Prince* that the students have just watched is similar to the Brothers Grimm version in terms of some of its central messages, and a few of the characters. Despite these similarities, the two versions are different in a number of ways. This activity will provide students with an opportunity to hear the original story of *The Frog Prince* and compare it to the version they have just seen.

### Activities:

1. Read students the Brothers Grimm version of *The Frog Prince* included in this study guide.
2. Break students into small groups and have them take out a blank piece of paper and split it into two columns – The Same / Different (with younger students, this can be done by the teacher on the blackboard and then orally filled in as a class).
3. Have students identify as many similarities and differences between the two versions as they can.
4. Discuss the similarities and differences as a whole class. Put the same chart on the blackboard / whiteboard and fill in as a class.
5. Have students create their own version of *The Frog Prince* or have them change one aspect of the story – maybe a character, an event, or an action. They might do this orally in groups, individually in written form, or artistically through role-play.

### Closure:

Share the created pieces as a class. Explain to students that there are often different versions of fairytales but that typically the messages remain the same. Provide some examples.