

ANDROCLES AND THE LION

By **Aurand Harris**
Music by **Glenn R. Mack**

Directed by **D. Scott Withers**
Musical Direction by **Jonathan Ivie**
Scenic Design by **Jeff Thomson**
Lighting Design by **Tim Monson**
Costume Design by **Connie Furr-Soloman**
Stage Manager: **Alfredo Macias**

The Cast

Androcles. David Dickinson
Lion/Prologue. Jeremiah Clay Neal
Pantalone. Jesse Berger
Capitano. Anthony Toudjarov
Lelio. Eric Boudreau
Isabella. Kate Haas

Tempe Center for the Arts, Studio Theatre
October/November, 2009

School Tour, November, 2009 – June, 2010

Appropriate for grades K-6

Production Support:

American Express
Arizona Commission on the Arts
Cox Charities
Fry's Food Stores of Arizona
The Hearst Foundations
Scottsdale Cultural Council
Scottsdale League for the Arts
Tempe Municipal Arts Commission



THE ARIZONA REPUBLIC
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Themes/Curriculum Ties:

unlikely friendships • loyalty • Commedia dell'arte •
freedom • bravery • good deeds • slavery/indentured
servants • farce and comic styles • character stereotypes/
archetypes • world history • fables

Welcome to Childsplay's
Resource Guide for Teachers and Parents

BROUGHT TO YOU BY



WHERE EDUCATION AND IMAGINATION
TAKE FLIGHT

We hope you find this guide helpful in preparing your children for an enjoyable and educational theatrical experience. Included you'll find things to talk about before and after seeing the performance, resource materials and classroom activities that deal with curriculum connections and a full lesson plan.

The Story:

The story begins as we meet Androcles, a clever slave in ancient Rome who longs to be free. Isabella and Lelio are in love and plan to elope, but when Pantalone, Isabella's uncle, finds out about the plan, he hires the bumbling Capitano to guard Isabella while he hides her dowry – the gold that he wants to keep for himself.

When Androcles realizes that Isabella, like him, will be like a slave without freedoms, he decides to help Isabella and Lelio to escape and, in the process, realizes he has accidentally become a runaway slave. Lost in the woods, Androcles is pursued by Pantalone and the Capitano and, while looking for someplace to hide, finds himself face to face with a Lion.

Androcles and the Lion mistrust each other at first, but then Androcles discovers that the Lion has a thorn stuck in his paw. He removes the thorn for the Lion and a friendship blooms. Just when this relationship starts to develop, however, Androcles is captured by Capitano and Pantalone. Isabella and Lelio see this from afar and follow Androcles back to the Coliseum in Rome, determined to help in anyway they can.

At the Coliseum, Androcles is set to fight against a wild beast that lurks within and he will surely perish. Luckily, the lion that emerges from the pit to eat him is the very same one that Androcles had helped in the forest. When they realize this, the two old friends embrace. Lelio and Isabella return from speaking to the Emperor of Rome and announce that he has decided to free both slave and lion. Pantalone is told to return Isabella's dowry and Capitano is sent away to a foreign land to fight. Hence, the characters with good intentions receive happy endings and those who only had their best interests at heart, are given their just desserts.

~Performances of *Androcles and the Lion* are dedicated to the memory of Scott C. Jeffers~



About Childsplay:

Childsplay is a professional non-profit theatre company of adult actors, performing for young audiences and families.

Our Mission is to create theatre so strikingly original in form, content or both, that it instills in young people an enduring awe, love and respect for the medium, thus preserving imagination and wonder, those hallmarks of childhood that are the keys to the future.

What We Do:

In addition to our weekend public performances, we also offer three theatre experiences for our school audiences: Field Trips, School Tours and Artist in Residence Programs. Field trip performances, where students come to the theatre and see a production, can be booked by contacting Beth Olson at 480-921-5757. School Tour Performances, where we come to your school or other location and perform, can be booked by contacting Jaime Fox at 480-921-5751. Artist in Residence Programs, which can be individually designed to meet the needs of your school or can be based on one of our many existing formats (page to stage, creating original work, use of drama to teach curriculum), can be booked by contacting Patricia Black at 480-921-5750.



Our Home:

The Sybil B. Harrington Campus of Imagination and Wonder at Mitchell Park (formerly Mitchell School) is where you'll find our administrative offices, costume shop, prop shop, rehearsal spaces, and Academy classrooms. We love to hear from our audiences. Send your letters and reviews to:

Address: 900 S. Mitchell, Tempe, AZ 85281

Phone: 480-921-5700

Email: info@childsplayaz.org **Web:** www.childsplayaz.org

We perform at the Tempe Center for the Arts
700 W. Rio Salado Parkway
Tempe, AZ 85281

Theater Etiquette:

It's helpful to review the rules of theater etiquette before seeing a show, especially since this may be the first live theater experience for some of your students. Please take a moment to discuss the following pointers prior to seeing the performance:

- Use the restroom before seeing the show as we do not have intermission during our school performances.
- Stay seated during the performance.
- Be respectful to the performers and other people in the audience by not talking during the performance. Remember, the actors can see and hear the audience just like the audience can see and hear them.
- Appropriate responses such as applause or laughter are always welcome.
- Food, candy, gum and beverages will not be allowed in the theater/during the performance.
- Use of cell phones (including text messaging), cameras or any other recording device is not allowed in the theater/during the performance at any time.
- Following the performance (time permitting) there will be a brief question/answer session where audience members will have an opportunity to ask the actors questions about the production.

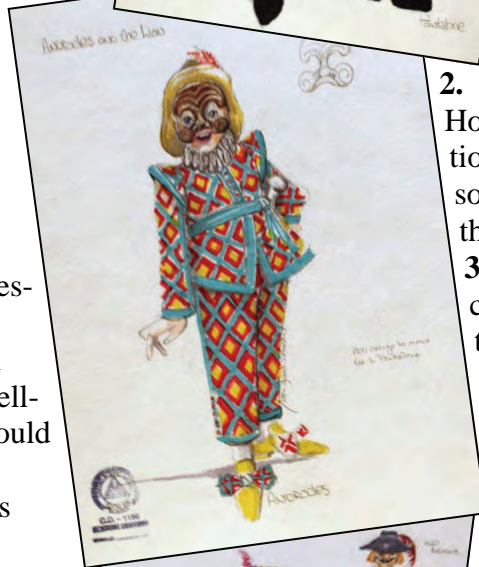


What is Commedia dell'arte? Literally translated as “artistic comedy,” or “comedy of the artists,” commedia dell'arte is a type of comedy developed in 16th and 17th century Italy, made up of improvised dialogue as opposed to written text and based on a variety of scenarios or plot outlines. Commedia follows a very precise set of rules and includes stock characters such as Pantalone, the plotting miser, Capitano, the blow-hard braggart, and Arlequino, the cunning trickster. Much of the humor in Commedia dell'arte is based on slapstick or physical comedy. This type of comedy is silly and exaggerated and sometimes violent in an unrealistic way (someone gets hit in the face with a frying pan and doesn't get hurt). Commedia performances are also filled with lazzi or comic bits (a bit of well-rehearsed comic action that could be repeated throughout a performance). Commedia troupes performed outdoors in town squares on stages they brought with them in horse-drawn carts. The carts also carried props and costumes (including distinctive masks) and could be converted into back drops for the performances. Commedia actors were multi-skilled; they were acrobats, dancers, musicians, orators, and quick wits, and were well-versed in politics and events of the day. Performances were free, but the performers always “passed the hat” for donations. Examples of modern day performers and television shows that have been influenced by the commedia tradition include: The Three Stooges, Keystone Cops, Laurel and Hardy, The Marx Brothers, Abbott and Costello, Lucille Ball, Lavern and Shirley and a whole variety of sitcoms and cartoons.

Questions to ask before seeing the production:

1. Androcles takes a risk and performs a good deed even though it could cause him harm. What are some examples of good deeds or doing the right thing?

*Costume design renderings by Connie Furr-Soloman



2. This is a play about an unlikely friendship. What do you think are the qualities of a good friend?
 3. Commedia dell'arte is an early form of comedic entertainment full of physical humor. What is funny today? What kind of characters are funny to you? Can you give an example of physical comedy from a TV show or movie?

Questions to ask after seeing the production:

1. Some characters in the play believe that they are brave. Which character or characters showed true bravery and how?
 2. Pick your favorite character from the play. How did the actor use voice, body and imagination to bring the character to life? What were some of the physical choices made by the actor that you can remember?
 3. The actors work hard to create the physical comedy. They learn every movement much like they would learn a dance sequence. This helps them to be consistent. Why do you think it's important for the actors to be able to perform the play in the same way every time?
 4. How does the music enhance the play? How does it help the plot to move forward? What does the music tell us about the characters?
 5. One of the themes in the play is “freedom.” Androcles is a slave and Isabella is held captive in her home. At the end of the play, the Lion says that “no one can own another man. The world was made for all equally.” How would you feel if you lived in a place where you didn't have freedom? Does slavery still exist in our world?



*Scenic design rendering by Jeff Thomson

Classroom and Homework Activities Connected to Arizona Education Standards:

5

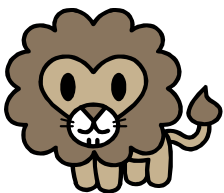
Minute Activities:

1) Discuss the concept of “morals” in stories. Read Aesop’s *Androcles*

aloud in class. You can find it at: www.pagebypagebooks.com/Aesop/Aesops_Fables/Androcles_p1.html. Avoid reading the moral out loud until after your discussion. What do you think the moral of the story is? How will the play be if the play is different from the fable? **Reading: G1: S2: C2: PO1, Relate stories to life experiences**

2) Androcles does a good deed when he helps the lion take the thorn out of his foot. Focus on practicing good deeds everyday for a week and take five minutes each day to jot down your good deeds in a journal. At the end of the week, review your good deeds. How do you feel about your good deeds? Do you think you could make performing good deeds on a daily basis a habit for life? **Writing: G4: S3: CO2: PO3, Journals**

3) In the play, the lion sings “have you roared today...it’s a great way to show the world how you feel.” Talk about ways in which humans express their feelings (smile, cry, laugh, etc.) versus the ways animals express feelings (bark, hiss, bite, etc.). Have students find a place in the room that they can work on their own. On the count of three, try a basic roar. Now try roaring in a way that expresses a different emotion. Try happy, sad, angry, tired, etc. **Theatre: Beginning: CO1: PO102, Cooperate in the dramatic process; CO2: PO104, Recall sensory experience**



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Minute Activities:

1) Androcles and the Lion are natural enemies. Come up with a list of other

enemies in the world. What obstacles would they need to overcome in order to be friends? For each set of enemies write down the reasons that they are enemies (obstacles) and ways in which the obstacles can be overcome. **Reading: G1: S2: C2: PO1, Relate stories to life experiences**

2) When Androcles helps the lion he risks sacrificing his freedom. Have a discussion about ways in which your class can make a sacrifice in order to help others. Write down all of the suggestions and then take a vote about which suggestion you will plan out and complete. Examples for inspiration: Clean out your closets and donate to charity, pick up trash, collect loose change for an animal rescue, etc. **Social Studies: S3: CO4: Rights, responsibilities and roles of citizenship**

3) Use one (or more) of the following to inspire a 15 minute journal entry:

- What does freedom mean to you? Who fights to keep our freedom? What does free speech mean to you?
- What does it mean to be loyal?
- Write about an imaginary friendship with a lion or other wild animal. **Writing: G4: S3: CO2: PO3, Journals**

4) Choose a fable or a short story and rewrite it in a rhyming scheme (like a rap or jump rope chant). Write it so each pair of lines rhymes (rhyme the last word of every other line). **Writing: G5: S2: CO4: PO1 & PO2, Word choice; G5: S3: CO1: PO2, Figurative language, poetry**

30

Minute Activities:

1) Choose a stock character from commedia dell’arte that you can re-search in the library

or on the internet. Draw a picture of your character on paper with colored pencil or crayon. Write down a description of your character’s personality traits. **Visual Art: Intermediate: S1: C4: PO201, Explain purposeful use of themes, symbols and subject matter in artwork**

2) Using your research from the above activity, create a mask for your character by using a variety of materials: feathers, fabric, cardboard, paints or whatever else you have. Display the masks in your classroom and/or use them in the following activity. **Visual Art: Intermediate: S1: CO2, Use materials and techniques in his or her own artwork**

3) Lazzi is a comic bit of action that is often repeated several times during a performance for humorous effect. Divide into groups of three and have each person choose one of the following lazzi: tripping and falling down; losing count over something and having to start over again; or throw a tantrum with kicking and screaming. Incorporate the lazzi into a short scene with a clear beginning, middle and end, repeating your lazzi three times during the scene. Share the scenes with the class. **Theatre, Intermediate: S1: CO1: PO 201, Collaborate a scenario as a team**

4) Create your own fable based on the moral from *Androcles and the Lion*: “Gratitude is the sign of noble souls.” You can also write a fable based on another Aesop moral or write a fable based on a moral of your own. Share your fable with your class. **Writing: G3: S2: CO3: PO2, Originality of voice; G3: S2: CO1: PO1, Express clear ideas**

LESSON PLAN

To Rhyme or Pantomime?

Target Grades: 3-6

Lesson Overview:

Students will improvise scenes in the style of commedia dell'arte using pantomime as a medium for non-verbal communication or rhyme for verbal communication.

Length of Lesson: 45-60 minutes

Instructional Objectives:

- Students will use their bodies to communicate intention and character.
- Students will construct dialogue using rhyming words.
- Students will collaborate to come to a well defined final product.

Arizona State Standards:

Grades 3 & 4: Language Arts-Writing: S2: C4: PO4: Use literal and figurative language in a variety of ways (e.g., imitating, creating new words, rhyming), although may be inconsistent or experimental.

Theatre-Intermediate: S1: C2: PO204: Communicate sensory images through movement, vocal, visual, or written expression.

Theatre-Beginning: S1: C4: PO103: PO 103: Improvise by imitating life experiences, knowledge of literature, social issues, and/or historical situations, and create imaginary scenes that include characters, setting, and storyline.

Supplies: Paper, Pencils

Instructional Plan

Warm Up:

Students will stand in a single file line each student facing the back of another. The activity will begin when the facilitator whispers the name of a common object (i.e. a toaster or a toothbrush) to the last person in the line. This person will then tap the person in front of them to get them to turn around. The person who received the name of the object will then pantomime using the object without using words. Once the person watching thinks they know what the object is, instead of calling out the answer, they will nod to the pantomiming person to signal that they understand and turn to tap the next person in line and then pantomime the action of using that object. (This game is very similar to the game Telephone except done using the body to pantomime.) This will continue until the last person has seen the pantomime. This final person will guess the object. If the object is guessed incorrectly, go down the line and ask other the others people what they thought the object was to see where it started to change. Note: This game can also be played as a race. Instead of one line make two and each line tries to be the first to get to the end of the line. The



final person must guess correctly though, or they must start all over.

Target Activity:

Using their knowledge about pantomime, split students into groups of 4-5 and ask each group to think of an everyday activity such as making a sandwich or brushing your teeth. In their groups they will have to work together to show each step of the process in doing their chosen activity using only pantomime—no words. After students have had time to create and rehearse their scenes, ask the groups to share their work with the class. After each group has shared, ask the audience to guess what the activity being pantomimed. Once all pantomimes are shared, ask students to remain in the same groups and now create the same scene, only this time using rhyming words to explain the process of their activity. Rhyme schemes may vary from every other line rhyming (think Dr. Seuss) to every two lines rhyming (once there was a frog, he sat on a log) to every line in the entire scene rhyming. Again, after students have had time to create and rehearse their scenes, ask the groups to share their work with the class.

Assessment:

After the warm up activity:

- What made working without the object in your hand challenging? What made it simpler?
- Since you couldn't see the actual object, what did others do that made it easier to tell what it was supposed to be?

After each group has shared both their pantomime and rhyming scene:

- Which scene was more challenging to do as a performer? Why? What scene was more challenging to watch as a member of the audience? Why?
- During the pantomime scenes, what did specific groups do that made you understand what their activity was?
- While you were creating your rhyming scenes, what were some changes you may have made to accommodate the rhyming scheme?

Extensions:

- Using only pantomime recreate scenes from *Androcles and the Lion*. Work to make the scenes as understandable and recognizable as in the play without the use of language.
- Ask students to write a short story, poem or song using a rhyme scheme.

Resources:

Here are some books to help you get started with rhyming: *Where the Sidewalk Ends* by Shel Silverstein; *A Light in the Attic* by Shel Silverstein; *Falling Up* by Shel Silverstein; *Weebest* series by Micah Linton; anything by Dr. Seuss; *Scholastic Rhyming Dictionary* by Sue Young; *Millions of Snowflakes* by Mary McKenna Siddals; *The Baby Uggs are Hatching* by Jack Prelutsky

Author: Rachel Hamilton, Teaching Artist

Books to Check Out:

Prepared with the help of Tim Wadham, Member, National Board, Association for Library Service to Children

Androcles and the Lion: An Aesop Fable by Janet Stevens

Andy and the Lion by James Daugherty

Aesop's Fables by Jerry Pinkney

Unlikely Friendships

Eggs by Jerry Spinelli

Bread and Roses Too by Katherine Paterson

Owen and Mzee: The Language of Friendship by Isabella Hatkoff

An Unlikely Friendship: A Novel of Mary Todd Lincoln and Elizabeth Keckley by Ann Rinaldi

Loyalty

King of the Wind by Marguerite Henry

Freedom

Stitchin and Pullin': A Gee's Bend Quilt by Pat McKissack

Elijah of Buxton by Christopher Paul Curtis

Henry's Freedom Box by Ellen Levine

Among the Free by Margaret Peterson Haddix

Bravery

Igraine the Brave by Cornelia Funke

Willow Run by Patricia Reilly Giff

Frog and Toad Together by Arnold Lobel

Good Deeds

Three Good Deeds by Vivian Vande Velde

The Knight of the Golden Plain by Mollie Hunter

Slavery/Indentured Servants

Heroes of the Valley by Jonathan Stroud

Artemis Fowl by Eoin Colfer

A Stolen Life by Jane Louise Curry

Encounter at Easton by Avi

The Fifth of March by Ann Rinaldi

Fables

Fables by Arnold Lobel



All materials are available through your local library. Check it out!

Interesting Internet Links:

<http://isebastiani.com/Scenarios.html>

~online commedia scenarios

<http://shane-arts.com/commedia-stock-characters.htm>

~very detailed descriptions, illustrations and photos of commedia stock characters

www.commedia-dell-arte.com

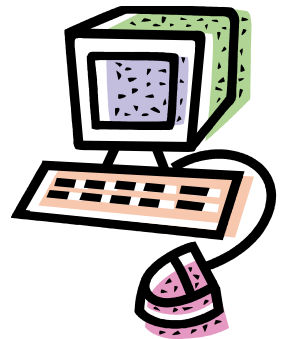
~Good resource for commedia background

www.doagooddeed.com

~a site where students can enter a "Do A Good Deed" essay contest

www.actsofkindness.org

~a great source to encourage random acts of kindness



Unscramble the words below (the words you are looking for are at the bottom of the page)!

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lino

beilalsa

repnfihds

mynhgri

akms

idmeaomc

rora

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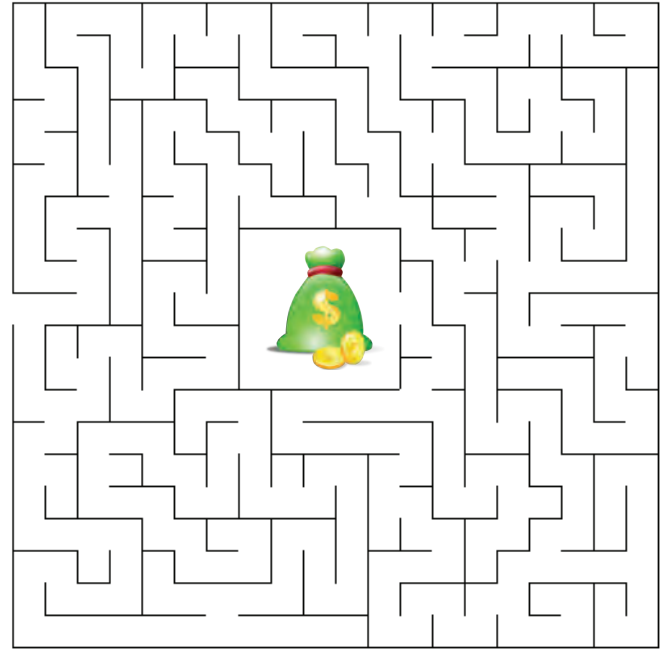
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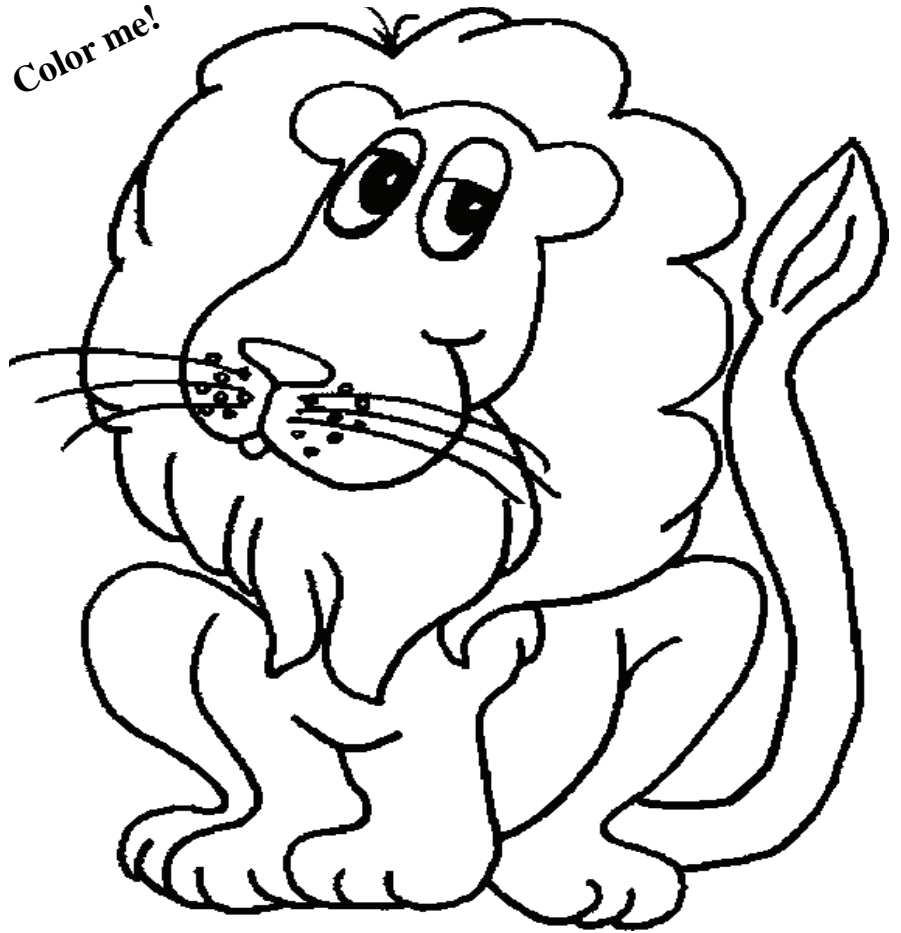
aslicum

iagurt

Help
Androcles
find the
bag of
gold!



Color me!



Androcles
lion
Isabella
friendship
rhyming
mask
commedia
roar
Pantomime
servant
play
musical
guitar

A random act of kindness is a selfless act performed to assist a person or perhaps cheer someone up or make them smile.

Perform and write down at least one random act of kindness each day for a week.

Day 1:

Day 2:

Day 3:

Day 4:

Day 5:

Day 6:

Day 7:

How did performing random acts of kindness make you feel? Do you think you could commit to doing one random act of kindness a week for a year? For life?

Cut out the mask (you can make it smaller if you need to) and decorate it. Thread string, yarn, or elastic through the holes so you can tie it on!

