



**OKLAHOMA**  
**CHILDREN'S THEATRE**  
TELE 405.606.7003 | BOX OFFICE 405.951.0011

# Resource GUIDE



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## ANDROCLES AND THE LION

By Aurand Harris

Directed by Elin Bhaird

October 15-31 Children's Center for the Arts

On Tour Fall 2008-Spring 2009

2501 NORTH BLACKWELDER, OKLAHOMA CITY, OK 73106 | [WWW.OKLAHOMACHILDRENSTHEATRE.ORG](http://WWW.OKLAHOMACHILDRENSTHEATRE.ORG)

### DEAR EDUCATORS,

The following resource guide is designed to enrich your play-going experience by integrating core subjects and drama using simple activities inspired by the play. The activities in this guide support our state educational standards (PASS objectives) in multiple areas, as well as national theatre arts standards. These activities are designed to develop critical and creative thinking. Please use them as they are, or feel free to change them to better fit your students and make the most of your theatre experience. Oklahoma Children's Theatre is proud to present *Androcles and the Lion*. Thank you and enjoy the show!

Rozz Grigsby  
Education Director



#### **LOOK OUT FOR THAT BUS!**

Where you see the orange school bus, you'll find activities based directly on PASS standards. Try one or try them all, but don't pass them up!

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### THEMES

- Friendship
- Loyalty
- Freedom
- Trust
- Farce
- Commedia dell'Arte

### PLAY SYNOPSIS

This play is set in ancient Greece, and is told in the Italian style of Commedia dell'Arte (see page 3 for details). Androcles, a slave, befriends a lion by showing him kindness. Although the lion is terrifying to Androcles, the slave—now a runaway—approaches the lion and removes a thorn from his paw, making the animal grateful. When Androcles is caught and captured by his owner, he is taken to the arena and certain that he will be fed to a beast for the Emperor's entertainment, however, the animal turns out to be the same lion Androcles befriended in the forest, and both man and beast are spared. *Androcles and the Lion* is a refreshingly antic, irreverent treatment of Aesop's fable. A group of players sets up the stage and gives a performance capturing many of Commedia's stock characters: the miserly Pantalone, the bragging Captain, the romantic Sweethearts, and the endearing and noble Lion. As the play skyrockets with zany comedy, it also grows with the warmth of friendship. This centuries-old tale is one of the most popular children's plays ever written, with its enduring themes of freedom and friendship.

## SETTING THE STAGE: Pre-Show Activities

### What is Commedia dell'Arte?

*Androcles and the Lion* is performed in a style called Commedia dell'Arte, which means "The comedy of artists." Commedia is a very old traditional style of acting that began in Italy in the 16th century. Review these characteristics with your class before your visit, and watch for them during the play.

Characteristics of commedia include:

- Use of improvisation (no written scripts)
- Use of rhyming dialogue and music
- Characters are identified by costumes and masks
- Repeated use of "stock" characters including:
  - Harlequin—the clown and/or servant
  - Il Capitano—the captain
  - Pantalone—the greedy old miser
  - Innamorati—the young sweethearts

See page 7 for post-production discussion questions about commedia.



Language Arts:  
Oral Language/  
Listening and  
Speaking Skills

Challenge your class to make up and act out three-person scenes using the characteristics of commedia. You can emphasize specific OL/LS standards easily with this activity by emphasizing poetry or songs, story structure, group work, etc.

## AUDIENCE MANNERS MATTER!

Audience manners are vital to a live theatre production. Please review these helpful reminders with your students before the show to ensure an enjoyable experience for everyone. Reproduce the chart on page 8 for an extra activity, or simply discuss the following rules.

— **Don't be late to the theatre.**

It is best to arrive at least fifteen minutes early for a theatre production. Plan enough time ahead for box office lines and getting settled in your seats. Visit the restrooms before the performance.

— **Help the actors focus by giving them your quiet attention.**

Silence all cell phones and electronics before the show begins, and don't talk in the theatre once the play has started. Unless prompted by the actors, don't respond back to the lines they're saying, even if they're speaking directly to the audience.

— **Respect the director, designers, and playwright.**

All types of photography and video are prohibited for safety and copyright reasons.

— **Emergencies!**

If you have an emergency and need to leave the theatre during the performance, try your best to leave during a scene change or just after the end of a song. A good rule is to leave and re-enter the theatre only when the audience is clapping.

— **Show your support!**

Positive audience sounds are encouraged! Applause and laughter at the appropriate times are appreciated by the actors. Cheering, whistling, and shouting are best saved for sporting events.

## THEATRE TERMS



Language Arts:  
Vocabulary

Review some of these words with your students. See page 9 of this resource guide for an activity sheet using these words.

**Backstage**—Places in the theatre where the actors can go to prepare and relax.

**Blocking**—Arranging the actors' entrances, exits, and moves on stage.

**Casting**—Choosing the actors to play parts.

**Company**—The cast, crew, and staff of a play.

**Cue**—A signal for action, or the line spoken just before yours.

**Downstage**—Area of the stage that is closest to the audience.

**House**—The part of the theatre where the audience sits.

**Microphone**—Changes sounds, or helps the actors to speak and sing louder.

**Offstage**—Part of the stage that is hidden from the audience.

**Props**—Small pieces of furniture and items that actors can hold in their hands.

**Runners**—Curtains that part in the center and are opened and closed by pulling a rope.

**Upstage**—Area of the stage that is farthest away from the audience.

**Wardrobe**—The costume department.

**Wings**—Offstage areas to the left and right of the stage.

**Dressers**—Crew people who help with costumes.

**Proscenium arch**—The “picture frame” that separates the stage and the audience.

## TERMS FROM THE PLAY

**Abound**—To be great in number or amount. To be fully supplied or filled; teem.

**Arrevederci**—Italian word for goodbye.

**Captivity**—The state or period of being imprisoned, confined, or enslaved

**Dowry**—Money or property brought by a bride to her husband at marriage.

**Emperor**—The male ruler of an empire.

**Occasion**—A significant event.; a favorable or appropriate time or juncture; an opportunity.

**Outrage**—Resentful anger aroused by a violent or offensive act.

**Philosophy**—Love and pursuit of wisdom by intellectual means and moral self-discipline; a system of values by which one lives.

**Revelry**—Boisterous merrymaking.

**Scroll**—A roll, as of parchment or papyrus, used especially for writing a document.

**Scrutinize**—To examine or observe with great care; inspect critically.

**Swoon**—To be overwhelmed by ecstatic joy.

**Treachery**—Willful betrayal of confidence or trust.

**Unique**—Being the only one of its kind.

**ACTIVITIES AND LESSON IDEAS****SOCIAL STUDIES****Where in the World...**

The story of *Androcles and the Lion* takes place in Italy. Locate the following locations on a map or globe. In which hemisphere is Italy?

For an extra challenge, have your students determine the location of these landmarks using latitude and longitude.

- Europe
- Italy
- Sicily
- Sardinia
- Rome
- Venice
- Milan
- Naples
- Bologna
- France
- Tunisia
- Slovenia
- Switzerland
- Austria
- Mediterranean Sea
- Adriatic Sea
- Ionian Sea
- The Alps

**MATH****Make a Map for Androcles**

Show your students an atlas or other map that helps you find locations using ordered pairs. Ask your students, “How might this story have been different if Androcles had a map when he ran to find Isabella and Lelio in the forest? Would he have remained the property of Pantalone? Would he have escaped to freedom without being caught?”

Reproduce the activity sheet on page 9, and have your students create the landmarks of the map using the ordered pairs given.

For an extra challenge, have students create maps of their own, illustrating the playground, their backyard, etc. Ask them to choose landmarks, and create a guide to finding them using their own ordered pairs.



SS: Spatial Perspective  
LA: Writing/Grammar/Usage  
SCI: Classification  
MATH: Ordered Pairs

**LANGUAGE ARTS****The Moral of the Story**

*Androcles and the Lion* is a fable, and fables always have a moral at the end. The moral of *Androcles* is “gratitude is the sign of a noble soul.”

Discuss the meaning of this moral with your class. Then, instruct students to create a modern day story in which this moral applies. These stories can be shared aloud or written down for writing process practice.

For an extra challenge, ask students to come up with their own moral and create a story around it. What kinds of morals do they think are important in today’s world? They might want to reference some more of Aesop’s fables for ideas about moral stories.

**SCIENCE****Androcles and the Panthera leo**

The scientific name for lions is “Panthera leo.” Panthera is the lion’s genus, and leo is its species. Panthera includes big cats: lions, leopards, jaguars, and tigers.

For this activity, list several varieties of animals on the blackboard, and have students work in small groups. Ask students to list the characteristics of each animal—backbone, habitat, self-defense, diet, etc—and based on these lists, group the animals together.

For an extra challenge, ask students to use media center resources to identify the scientific name of the animals listed on the blackboard.

## AFTER THE PRODUCTION

## Androcles and the Lion 5

### ACTIVITIES AND LESSON IDEAS

#### LANGUAGE ARTS

##### Rhyming and Poetry

A lot of the dialogue in the play is made up of rhyming words. In Renaissance times, this made the lines easier for the actors to remember. Since few people could write, stories were passed down by the oral tradition.

Beginning with a list of one-syllable words, see how many rhyming words your students can come up with. Then ask them to write a story using these rhyming words.

For an extra challenge, group students in pairs and ask them to write a rhyming conversation about what they plan to do after school that day.

#### SCIENCE

##### Food Web with Lions and Humans

Where do the lion and Androcles fit into the food web? Use this on-your-feet science activity to explore the food web.

Write the name of various plants and animals on 3x5 cards, punch a hole in each, and give one to each student to hang around their neck with yarn. Make sure to include a lion, a human, and the sun! Have each student identify their food (or energy) source. Next, have students stand throughout the classroom, and give a ball of yarn to one student. This student holds the end of the string and hands the ball to whatever it eats, for instance, the cow will pass the yarn to the grass, and the grass will pass to the sun. Each time the yarn gets to the sun, cut off the yarn and start again. Be sure all the plants are connected to the sun. Keep building the web until you run out of time or yarn! Discuss the complexity of the web that you've formed. What would happen if one species were removed? Have that animal or plant tug on their pieces of yarn—anyone feeling the tug would be affected by its absence.



SS: Timelines  
LA: Phonics/Vocabulary  
SCI: Food Web  
ARTS: History and Culture

#### SOCIAL STUDIES

##### Creating Timelines

Timelines document historical events—they can also help document the events of a play.

Ask your students to create a timeline of everything they remember from *Androcles and the Lion*. Then, as a class, combine all of the timelines into one by making a bigger version on the blackboard.

Next, students can create timelines of the history and major events of their lives, or for an extra challenge, try a time line that runs between ancient Rome and Renaissance Italy—the two time periods that occur in the play. What important events happened in Europe between 330CE and 1400CE?

#### THE ARTS

##### From the Romans to the Italian Greats

*Androcles and the Lion* is set in Renaissance Italy, and the play within the play is set in ancient Rome. Both of these are important time periods for the development of art.

Da Vinci is one of the most well-known Italian artists, but few ancient Roman artists' names are known, since their art was created more for the purpose of serving the public need.

Find some images from each period to show your class. Ask your students if any of these images remind them of the style of the play. What are some similarities and differences that can be seen between the two periods?

Try it out! Have your class make a mural like the ancient Romans (you can do this outside with chalk), or paint a portrait like Da Vinci.

### DISCUSSION AND WRITING PROMPTS

- ◆ Which character in the play did you identify most with? Why?
- ◆ When the Captain bragged about how wonderful he was, it was not entirely true. Some people call this kind of exaggeration “being dramatic.” What place does exaggeration have in theatre and drama?
- ◆ Was digging up Isabella’s gold and taking it from Pantalone stealing?
- ◆ Aesop’s moral for this story is “gratitude is the sign of a noble soul.” What other morals can you think of that fit this story?
- ◆ The lion roars to show the world how he feels. How do you show the world how you feel?
- ◆ Do you think it’s important for fables like this one to be retold? Why or why not?
- ◆ Androcles says, “When someone needs your help, you can’t run away.” But he often put himself in a lot of danger. Do you think his decision to help Isabella was right? How about his decision to approach an angry lion? How would the story have been different if Androcles had made different decisions?
- ◆ Androcles says, “Someone must take the first step—greet the other—or we will never meet each other.” When have you felt shy or afraid to make friends? What did you do?

### RELATED MATERIALS

Carle, Eric. [Do You Want to Be My Friend?](#) Philomel, 1988

ISBN: 978-0399215988

Daily, Don. [The Classic Treasury of Aesop’s Fables.](#) Running Press Kids, 2007.

ISBN: 978-0762428762

Paxton, Tom. [Androcles and the Lion and Other Aesop’s Fables.](#) Morrow Junior Books, 1991.

ISBN: 78-0688096823

Pfister, Marcus. [The Rainbow Fish.](#) North-South Books, 1992

ISBN: 1558580093

Rooyackers, Paul. [101 Drama Games for Children.](#) Hunter House, 1997.

ISBN: 978-0897932110

Giloth, Copper. "Aesop's Fables." [Aesop's Fables.](#) Univeristy of Massachusetts.

<<http://www.umass.edu/aesop/>>.



## Theatre Terms Scramble

Use the clues below to unscramble these theatre words.

Arranging the actors' moves	GCOBLIKN	
Choosing the actors	ITSNGAC	
Production cast, crew, and staff	OCMPNAY	
The signal for an action	UEC	
Area of the stage nearest to the audience	DSOGATENW	
Part of the theatre where the audience sits	OHSEU	
Changes sounds or helps actors to be louder	OHNMPOIREC	
Part of the theatre that is hidden from the audience	EFFTSGOA	
Items that actors can hold in their hands	SPPRO	
The "picture frame" that separates the stage from the audience	SNRUMCIPEAHOCR	
Curtains that part at center stage and are pulled with a rope	ENRNUSR	
Part of the stage farthest away from the audience	GAUPSET	
Costume department	ODRBWAER	
Off stage areas on the left and right of the stage	NGWSI	
Person who helps with costume changes	SEDERRS	
Area where actors go when they are not in the scene	TAEBKSAGC	



## Synonyms

“Sweltering, smoldering, simmering, seething!” *Androcles and the Lion* is full of synonyms. Can you match the words on the left with their synonyms on the right? Draw lines to connect the related words.



Language Arts:  
Vocabulary

LOUD

PRETTY

ANGRY

PAL

FUNNY

RICH

HAPPY

SCARED

BIG

GIFT

JUMP

TIRED

DIRTY

FAST

FIRE

LARGE

SPEEDY

WEARY

GLAD

NOISY

MAD

FLAME

MESSY

CUTE

PRESENT

WEALTHY

FRIEND

GOOFY

FRIGHTENED

LEAP

## TELL US WHAT YOU THINK!

We love to get pictures and letters from our audiences, telling us what they thought about the show. Send to: Oklahoma Children's Theatre attn/ Rozz Grigsby, 2501 N Blackwelder, Oklahoma City, OK 73106 or email them to rozz@oklahomachildrenstheatre.org

- How did the production elements—lights, costumes, set, sound—support or detract from the play? What would you have done differently? Why?
- Did you have a favorite scene or moment in the play? Which was it, and why?
- How did you feel when the play was over? How did you feel about the play a day later? A week later?
- Would you recommend the play to someone who hasn't seen it? Who would you recommend it to, and why?

## OUR STAFF

Lyn Adams

*Executive Director*

Elin Bhaired

*Artistic Director*

Rozz Grigsby

*Education Director*

Christi Knight

*Box Office Manager*

Mollie Reid

*Outreach Coordinator*

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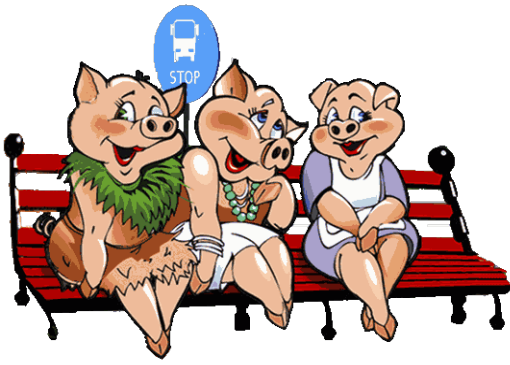
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Answers to page 9: Blocking, Casting, Company, Cue, Downstage, House, Microphone, Offstage, Props, Proscenium Arch, Runners, Upstage, Wardrobe, Wings, Dresser, Backstage



# Study Guide Feedback Form

*The following questions are for the teachers and group leaders who make use of the Oklahoma Children's Theatre study guides.*

*Thank you for taking time to help us improve our resources for students and teachers.*

1. In what grade(s) are your students?
2. Which production did you see? When?
3. Is this your first Oklahoma Children's Theatre experience?
4. Was this the first time you used an OCT Study Guide?
5. Did you use the guide before or after your field trip?
6. Did you find the activities useful? If so, how?
7. Did you find the Study Guide easy to use? If so, how?
8. Did you reproduce any activity sheets for your students?
9. What other productions, stories, or plays would you like to see at OCT?
10. Additional information and/or comments:

Return completed forms to:

Rozz Grigsby, Education Coordinator

Oklahoma Children's Theatre

2501 N Blackwelder

Oklahoma City, OK 73106

Or Fax:

405/606-7043



# Coming soon to Oklahoma Children's Theatre...



## Sugar Plum Fairy

December 3-10

By Lyn Adams

Children's Center for the Arts

The Sugar Plum Fairy has to prepare for her famous dance in the ballet *The Nutcracker*. But oh no! She can't fit into her costume, she's eaten too many of those delicious yummys sent to her by a secret admirer! Who will she choose to take her place of honor on the grand stage and dance the dance of the Sugar Plum Fairy? What a dilemma for all the fairies and magical Nutcracker folk.



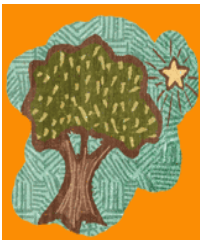
## A Christmas Carol

December 4-14

By D. Lance Marsh

The Burg Theatre

Ebenezer Scrooge loves nothing but money and thinks that Christmas, and its spirit of generosity, are a "humbug!" The ghost of his former business partner and three spirits visit him, with visions of Christmas past, present and future. By the plays end, Scrooge will discover the Christmas spirit that lives in us all. This production highlights the touching and sometimes scary moments of this classic story.



## The Arkansaw Bear

February 4-20

By Aurand Harris

Children's Center for the Arts

Saddened and bewildered by her grandfather's approaching death, Tish runs to her "special tree." There, in a world of fantasy, she meets the World's Greatest Dancing Bear. In trying to help him, Tish begins to understand the meaning of both life and death, which helps her to cope with her own sadness. Delightfully theatrical, with music, magic, and dance, this important work sparkles with entertainment and dramatizes, with poignancy, a universal truth.



## The Diary of Anne Frank

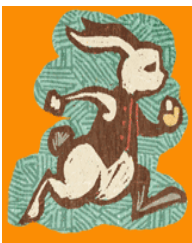
February 25-March 1

By Goodrich and Hackett

The Kirkpatrick Theatre

Newly discovered writings from the diary of Anne Frank, as well as survivor accounts, are interwoven to create a contemporary impassioned story of the lives of people persecuted under Nazi rule. It examines the claustrophobic realities of their daily existence—their fear, their hope, their laughter, their grief. Yet through each day of these two dark years, Anne's voice shines through.

## Alice's Adventures in Wonderland



May 13-24

Book by Lewis Carroll

Children's Center for the Arts

It's an ordinary day for Alice, until she spots a White Rabbit with a pocket watch whizzing by! Her insatiable curiosity draws her into a madcap adventure in which she meets remarkable characters like the Caterpillar, Talking Flowers, a Mad Hatter, and a March Hare. When Alice finally catches up with the White Rabbit in the Queen's Court, she's in for her biggest adventure of all.

## Winter Wonderland

### Winter Break Camp

December 29-31, 9am-4pm

- Learn cool theatre skills like **stage combat, stage make-up, clowning, improvisation**, and more!
- Enroll in one, two, or all three days
- Before and AfterCare available, 8am-6pm
- Enroll by December 15th to receive an Early Bird Discount

—For tickets and production information please contact the Box Office at 951-0011, Tuesday-Friday 1pm-5pm—

—For enrollment and further information about camps and classes contact Rozz Grigsby, Education Director, at 606-7003—  
www.oklahomachildrenstheatre.org