

TWO RIVER THEATER

Curriculum Design Goals

The curriculum for student matinees at Two River Theater is designed with the following intent. The material and activities should be a resource for any school faculty or staff to utilize with students in hopes of engaging them further in the process of attending a production at the theater.

Pre Show:

- Pre-show Questions
 - These are designed to be used by classroom teachers or visiting teaching artists in any capacity (journal writing, class discussion, etc.) and touch on the main themes of the production.
- Pre-show Activity (“If you only do one activity before seeing the show, do this”)
 - Activities in the pre-show section are appropriate for either a classroom teacher or a visiting teaching artist. These activities are intended to raise questions about and promote interest in a key element of the show.

Pre- or Post-Show:

- This section includes a range of activities that touch on themes and elements of the production that can be done either before or after the performance. ***The majority of these activities are appropriate for classes other than English and Drama***, including History, Government, Digital Design, and Media Studies. The activities are designed with the goal of providing access to the themes of the show to teachers in a variety of curricular areas.

(All Common Core standards met by each activity are listed in the Common Core Connections Guide)

- While the activities have specific indicated times, they are also designed to be adaptable to the needs and limits of the teachers who use them.

Post-Show

- Post-Show Questions
 - These are designed to be used after seeing the show for a reflection on the content, themes, and language of the play. These are pulled from the two discussion activities as a quick way to reflect on the show with limited time. (“If you only look at one thing after seeing the show, look at this”)
- Discussion
 - The discussion section is designed to be adaptable to teacher needs and preferences. There are two structured discussion protocols with discussion questions and prompts. The protocols can be used as written, or teachers could use the questions provided through their own methods.
- There are additional post-show activities available in the pre or post-show activity section for teachers who wish to spend more time reflecting on the play through active and engaging lessons.

The Lion in Winter **About the Characters**



Henry Plantagenet

Played by Michael Cumpsty

King of England. Married to Eleanor, father of Richard, Geoffrey, and John. Fifty, “an age which, in his time, men were either old or dead. Not Henry.”



Eleanor of Aquitaine

Played by Dee Hoty

Wife of Henry, currently imprisoned by her husband. Before marrying Henry, she was the queen of France. “She has been a queen of international importance for forty-six years and she knows it.”



Richard Lionheart

Played by Keilyn Durrel Jones

The eldest of Henry and Eleanor’s sons and Eleanor’s choice for the crown. “Handsome, graceful, and impressive. He has been a famous soldier since his middle teens.”



Geoffrey

Played by Hubert Point-Du Jour

The middle son, and not in consideration for the throne. The Count of Brittany. “A man of energy and verve, the owner of the best brain in a brainy family.”



John

Played by Noah Averbach-Katz

The youngest of Henry and Eleanor's sons. Henry's choice for the crown. Sixteen. Pimpled, yet charming looking.



Philip Capet

Played by Ronald Peet

King of France. "He has been king for three years and has learned a great deal."



Alais Capet

Played by Madeleine Rogers

Sister of Philip Capet. Betrothed to Richard, which would form an alliance between France and England. Raised by Eleanor, and the mistress of Henry. "Twenty-three and serenely beautiful".



The Lion in Winter

Pre-Show Questions

1. Discuss the concept of “legacy.” Is your legacy important to you? What kind of legacy do you want to leave?
2. Do you trust your family? With your life? What would it take for you to betray a family member? For one of them to betray you?
3. How do interact with different family members to get what you want?
4. Would you marry someone you didn’t know if it meant peace between warring countries? What else would you marry for?
5. Is it possible to live in a world without war? What would have to happen? How would that start?
6. What has historically been the difference between the political power of women and of men? What has changed?
7. Is it possible to love someone and hate them at the same time?



The Lion in Winter

Gender in Power

Pre-Show Activity

Appropriate for: Grades 8-12

Appropriate for: Advisory, English, Humanities, Civics, Visual Art, Graphic Design, Visiting Teaching Artist

Time: 1 hour 25

Materials Needed:

Art or design materials or software

Chart paper

Introduction (15)

On chart paper (or chalk/smartboard) brainstorm a list of qualities that are thought of as “male” and “female”.

Discuss:

- Why are these qualities often associated with one gender?
- Which words are associated with politics and/or power?

World Creations (30)

- In small groups, design both “A world run by men” and “A world run by women”. Designs can be maps, drawings, images and words, media images, or a metaphorical representation. What stereotypes exist? What does the media say? What does society say?
- Share out.
- Discuss:
 - What qualities do we notice represented across designs?
 - What qualities are represented that were brainstormed earlier?
 - Where did you exaggerate stereotypes and assumptions? Where do these stereotypes and assumptions come from?

Individual Creations (30)

- As individuals, design “An Ideal World”. Designs can be maps, drawings, images and words, media images, or a metaphorical representation.
- Discuss:
 - What elements are in your personal maps that are a combination of the “Man’s World” and “Woman’s World” elements?
 - What doesn’t fit on either map?
 - What does this reveal about the inherent issues of gender binaries?

Continued Discussion (10)

- How might these maps look different if designed in the 1950s? The 1850s? The Middle Ages? What has changed? What has not changed?



Two Truths and a Lie Bus Activity

Bus Activity

Appropriate for: Grades 8-12

Materials Needed:

Directions

Directions

To be printed or for group leaders

Discuss:

- What reasons exist for lying to friends and family?
- When might it be better to lie than to tell the truth?
- When is lying advantageous to the liar?
- How can you lie convincingly to someone who knows you well?
- How can you tell when someone is lying?

Two Truths and a Lie

- Each student decides upon three facts to share about themselves, two true facts and one lie.
- Students share their three facts in turn.
- The other students guess which is the lie by holding up fingers (one finger to indicate the first fact, two to indicate the second fact, three to indicate the third).
- Students who guess correctly get one point. If no one guesses correctly, the speaker gets one point.
- A good strategy is to choose true facts that no one knows and that sound unlikely, and a lie that sounds plausible.