

THE TORTOISE AND THE HARE

by Gregory Cooper

Lesson Ideas
Printable Templates

compiled by Theresa Koorey



Dear Teacher,

This resource is designed to be used by you as you plan lessons for your class, leading up to and following the attendance of our performance of *The Tortoise and the Hare* at your school.

These are some ideas of how you can incorporate some of the themes of this play into various learning areas (Environmental Studies, English and The Arts). Please adopt and adapt the suggestions given however you see fit to meet the needs of your students.

Don't hesitate to contact us if you would like to know anything more about the play - we are here to help you get as much out of the play as you can!

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Overview

Based on Aesop's fable *The Tortoise and the Hare*, Greg Cooper has added a plethora of characters and references to other stories, as well as a message of diversity, kindness and how to be a real winner.

After beating the Gingerbread Man in the finals of 'Who's the Fastest Of Them All?' everyone knows The Hare is the undisputed 'Master of Faster' - and if they don't they soon will thanks to the Hare's boasting and gloating about their momentous momentum. In fact, the only creature the harebrained Hare hasn't beaten in a race is the Tortoise, but why bother when everyone knows it would be a walk-over and a run-over? Or maybe not...

For some strange reason the Gingerbread Man thinks the Tortoise could beat the Hare and for some very strange reason so does the Tortoise! Perhaps it has something to do with the very very strange piper dressed in pied clothing with a German accent who's just arrived to escape the rat-race...

Show Synopsis

Spoilers follow.

It's the Grand Final of the 2019 "Master of Faster" championship to determine who is the fastest creature in all the land: the Gingerbread Man or the Hare!

When the Hare wins by a whisker, the Gingerbread Man finds nobody is interested in chasing him – except for a very slow Tortoise. But then the Gingerbread Man realises that the Hare can't claim the medal until they have raced everybody, including the Tortoise!

After a pep talk and a training montage with Humpty Dumpty, the Tortoise is feeling ready. Secretly, the Gingerbread Man enlists the help of the Pied Piper of Hamelin to lure the Hare off the track.

After much hoopla, the race begins and the Hare leaves the Tortoise in the dust. Being so far ahead, the Hare has a nap and the Tortoise sneaks past. When the Hare awakens and prepares to catch up to the Tortoise, however, the Pied Piper lures the Hare to a dark cave.

Hearing the trapped Hare's cries for help, the Tortoise chooses to help rather than win the race.

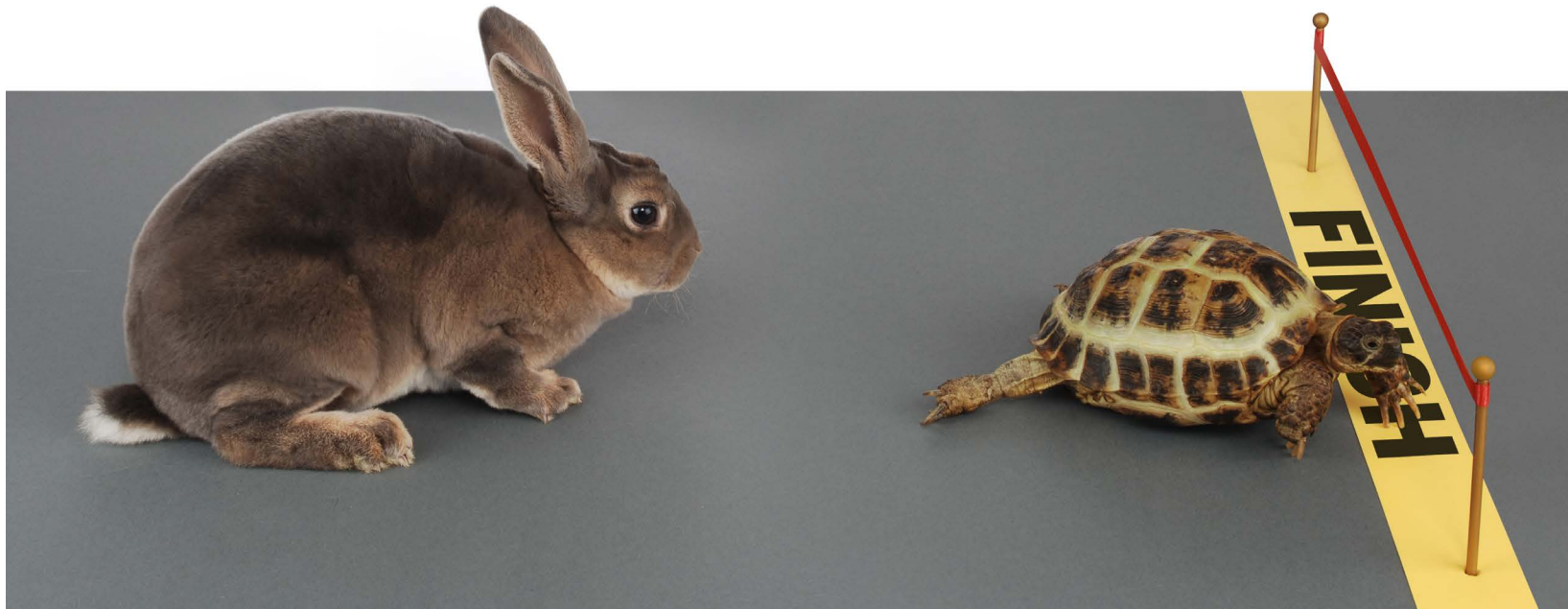
While the Tortoise plods to the rescue, the Pied Piper demands payment from the Gingerbread Man. When the Gingerbread Man refuses, the Pied Piper traps him too. Attempting to also capture the Tortoise, but frustrated by the slow pace, the Pied Piper angrily snaps his instrument in two.

With the Hare and Gingerbread Man, as well as a hundred angry children and a thousand angry rats all free, The Pied Piper flees in terror.

Grateful for the Tortoise's heroism, the Gingerbread Man and the Hare carry the Tortoise across the finish line, showing that looking after each other is more important than winning.

Resources for Teachers

New Zealand and Australia have separate year level systems, and you may find some of parts of this resource are more appropriate to your year level than other parts. Feel free to adapt or adjust these activities to fit your class.



Literacy, Level 1 & 2

Processes and Strategies

- has an awareness/shows some understanding of the connections between oral, written, and visual language when creating text.

Purposes and audiences

- Constructs texts that demonstrate some awareness of purpose and audience through appropriate choice of content, language and text form.
- Expects the texts they create to be understood, responded to, and appreciated by others.

Language Features

- Use language features, showing some recognition of their effects.
- Uses some oral, written and visual language features to create meaning and effect.

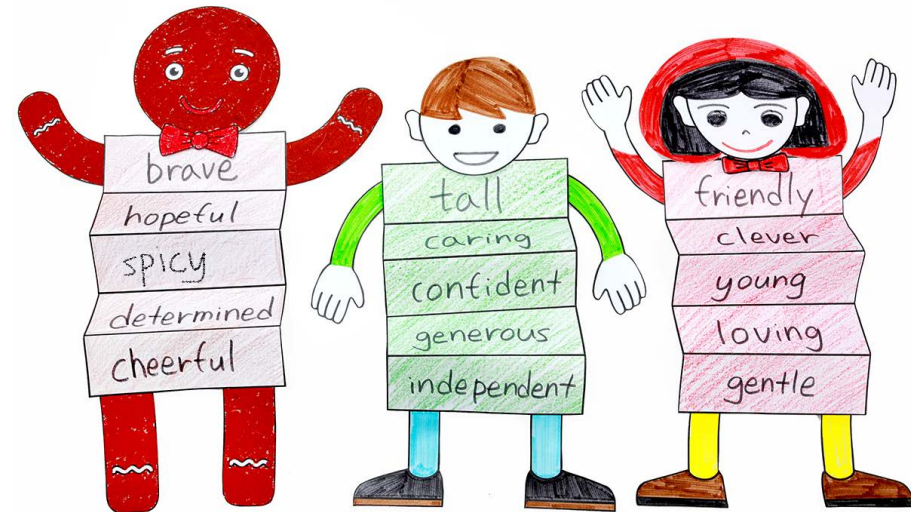
Character Profile

(Whole class)

As a class, brainstorm about all the characters in the show. What do we know about them? What character traits do they have? For example, the tortoise is honest and brave. The hare is confident. The gingerbread man is dishonest or sneaky. The pied piper is mean. Humpty Dumpty likes fitness.

Think about their appearance, their traits and their likes/dislikes if you know them. Feel free to read the original stories to get more info on the characters, or introduce other fairytale characters. Be aware that the characters in this show might be slightly different to the original fairytale but this could also provide some great compare and contrast work! For younger students, they can draw pictures of each part in the character profile rather than writing.

Fill out the character profile on one of the characters on the template supplied. A great way to display them is to make character concertinas using the image templates here, or drawing your own. (concertina image examples taken from teachstarter.com)



 teachstarter

Character Profile

Appearance

Personality Traits

(What words describe them?)

Actions

(What things do they do?)

Feelings

(How do you think they feel?)

Literacy, Level 3 & 4

Level 3

Ideas

- Ideas suggest awareness of a range of dimensions or viewpoints.

Language Features

- Uses oral, written, and visual language features to create meaning and effect and engage interest.
- Uses a range of text conventions, including most grammatical conventions, appropriately and with increasing accuracy.

Level 4

Processes and Strategies

- Uses an increasing understanding of the connections between oral, written, and visual language when creating texts.

Purposes and Audience

- Conveys and sustains personal voice where appropriate.

Language Features

- Uses a range of oral, written, and visual features to create meaning and effect and to sustain interest.

Finish the Story

(Individual/Small Groups)

What might have happened if the characters had been trapped in the cave by the Pied Piper instead of being rescued by the Tortoise?

Think up a creative way for the characters to escape from the cave. How would they have got past the Pied Piper?

Think about where the cave is. Is it high on a cliff? In a forest? Next to the ocean?

Draw a map to go along with your story to illustrate the route that the characters took to get out and back to the Gingerbread Man's house. Use a key to show all your elements in your map.

Try to be creative in your ways out instead of taking the easy way out (killing the Pied Piper and walking out).



Physical Education, Level 1 & 2

Movement Skills

- Develop a wide range of movement skills, using a variety of equipment and play environments.

Positive Attitudes

- Participate in a range of games and activities and identify the factors that make participation safe and enjoyable (Level 1)
- Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to others (Level 2)

Humpty's Walk the Wall

Humpty fell off the wall but we will walk up it!

Lie down on the floor with your tummy on the ground and with your legs on the bottom of the wall in almost a press up position. Using your arms, raise yourself up as your legs walk up the wall.



Pied Piper's Coming!

(This game will require hoops and skipping ropes)

Set up

Connect ropes in the middle for a large "cave" space in a circle and then scatter 4-5 hoops around the space.

Choose 1-3 children to be pied pipers (taggers)

The rest of the children run around the space trying not to be tagged. If tagged, they need to go to the middle hoop which is the Pied Piper's cave and sit down. Others can release the children in the cave by offering them a 'helping hand' by taking their hand and leading them to a safe hoop (note: taggers cannot tag when children are connected by helping hand on their way to safe space). Each child can release one child at a time. Once in the hoop they are free to start again.

Change the taggers and refresh often to ensure all students are active in the game for most of the time.

Extra for experts: Children to create extra rules to the game to make it trickier

Physical Education, Level 2 - 4

Challenges and social and cultural factors

- Develop and apply rules and practices in games and activities to promote fair, safe, and culturally appropriate participation for all.

Positive attitudes

- Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.

Create Your Own Game / Humpty's Fitness Regime

Create a fitness obstacle course for the 'Humpty Dumpty Gyms' in small groups.

Think about the activities being able to be completed by everyone. You can have challenges in it if you like and use equipment. Be Creative!

OR

Brainstorm different games that you like. What makes them easy to understand? In small groups, design, teach and play your own game that uses some of the characters in the show as inspiration. Play the game above as an example if you like.

Keep it simple. The best games have little or no equipment or setup. Try to think about rules that don't exclude children for most of the game as that can be disheartening or boring for those who get out early.

Share your games with others



Visual Art / Drama, Level 1 & 2

Drama, Level 1

Communicating and Interpreting

- Share drama through informal presentation and respond to ways in which drama tells stories.

Visual Art, Level 1

Communicating and Interpreting

- Share the ideas, feelings, and stories communicated by their own and others' objects and images

Drama, Level 2

Communicating and Interpreting

- Share drama through informal presentation and respond to elements of drama in their own and others' work.

Visual Art, Level 2

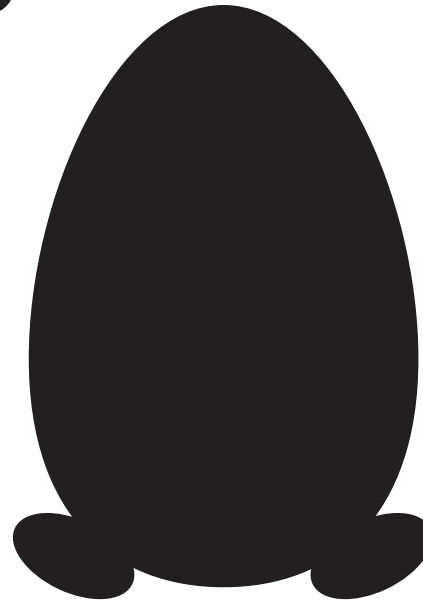
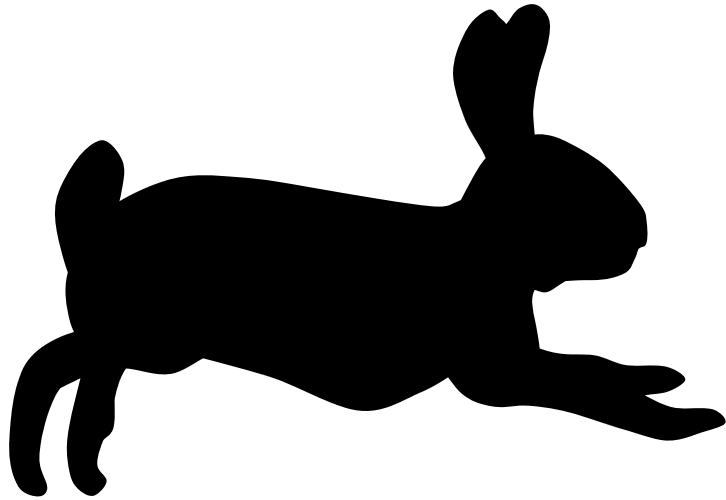
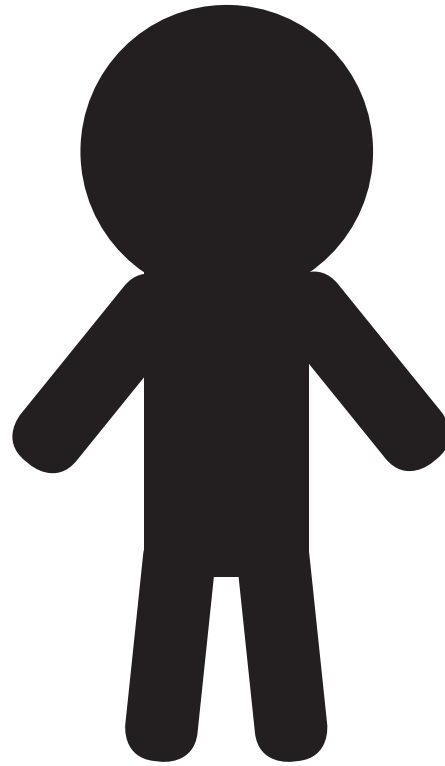
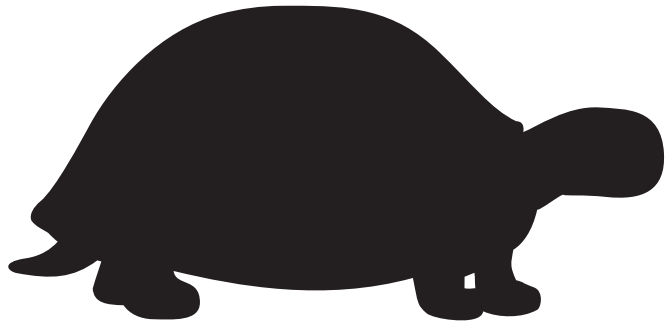
Communicating and Interpreting

- Share the ideas, feelings and stories communicated by their own and others' objects and images.

Stick Puppet Show/ Drama Recreation

Using the templates provided or creating your own, make your own puppets of the characters below or feel free to add other characters. Attach to a popsicle stick and have students act out the story as a puppet show

Alternatively, recreate the race with students being all of the characters.



Drama, Level 3 & 4

Drama, Level 3 Developing Ideas

- Initiate and develop ideas with others to create drama.

Drama, Level 4 Developing Ideas

- Initiate and refine ideas with others to plan and develop drama.

Create Own Small Drama Performance

In small groups, recreate the show or a portion of **The Tortoise and the Hare**, showcasing some of the messages taught in the show.

OR

Plan and create a small drama 5-10 mins in small groups, with own choice of fairytale with a positive message included in it.



Visual Art, Level 1

Developing Practical Knowledge

- Explore a variety of materials and tools and discover elements and selected principles.

Paper Plate Tortoise & Hare

For the Hare, use the eating side of the plate. You will need pink, white and black coloured paper or card

For the Tortoise, turn the plate over so you have a raised back. You will need green paper/card and then scraps of brown, yellow and green to stick on his body.



Visual Art, Levels 2 - 4

Developing Practical Knowledge, Level 2

- Explore a variety of materials and tools and discover elements and selected principles.

Developing Practical Knowledge, Level 3


- Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes

Developing Practical Knowledge, Level 4

- Explore and use art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.

Mixed Media Art/Collage

Create an artwork collage using lots of different textures and paper of children's favourite scene or characters from the show (see some ideas opposite).



Another way of doing mixed media collage is to draw the character/ print off a photo and glue it on to background. Outline the picture with black marker.

Divide the page into sections (in pencil). In each section, treat the part of the picture differently. Some ideas for each section are pastel, newspaper/ magazine collage, pencil, paint, wool or string. With collage, you can add anything to the picture, but be aware of staying inside the outlines you created and the dividers you made.

Health, Level 1 & 2

Relationships, Level 1

- Explore and share ideas about relationships with other people. Identity, sensitivity, and respect.
- Demonstrate respect through sharing and co-operation in groups.

Relationships, Level 2

- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups

Circle Time Discussion

A big part of the show focussed on helping others being more important than winning and about honesty. Tortoise showed Gingerbread Man that by being slow and steady and thoughtful he could help them all escape from the Pied Piper.

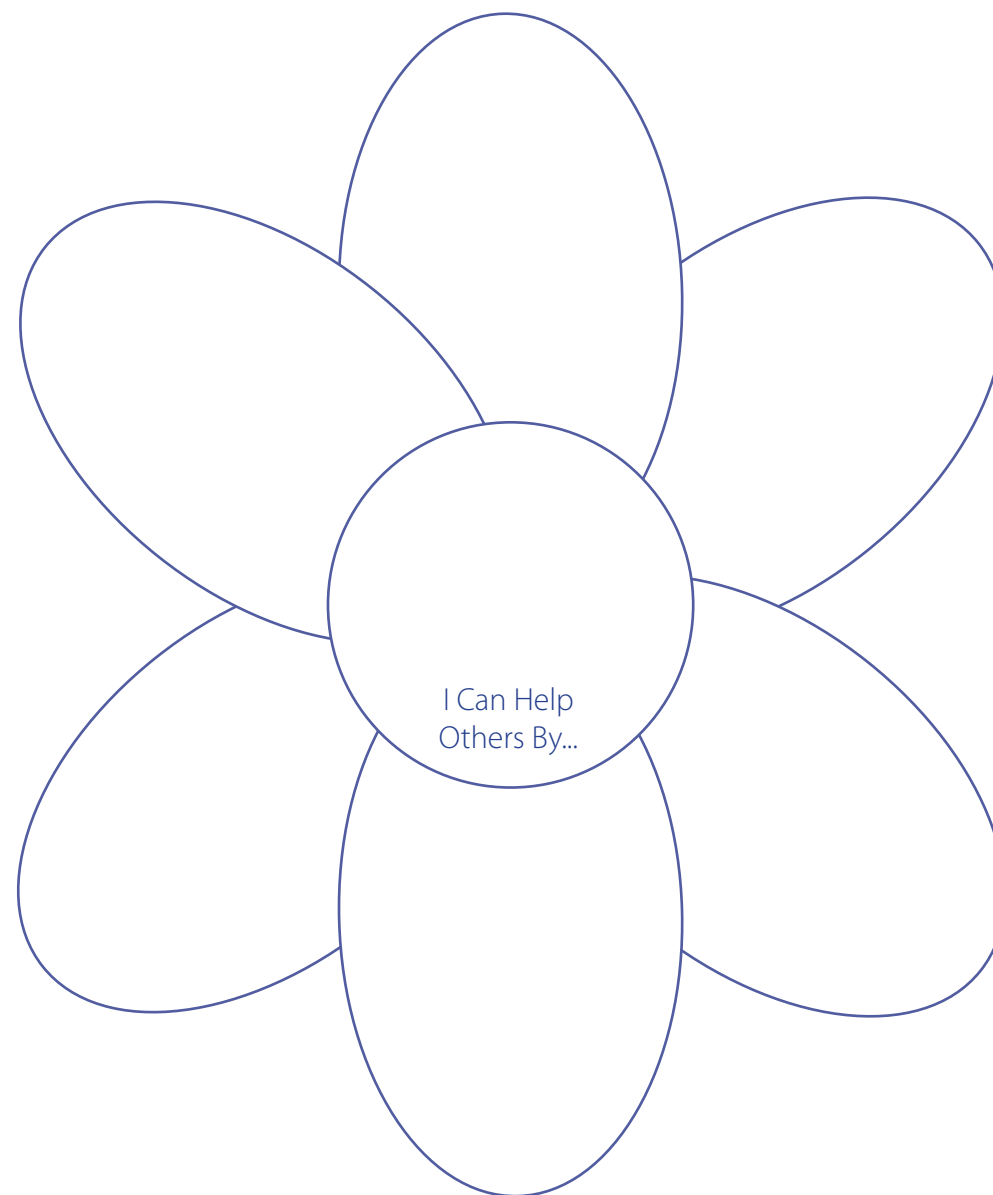
Ask the class if they would have helped Hare if they had been in Tortoise's situation. Record the answers as a class brainstorm. Try to find out the reasons why that would help or not.

Why is it good to help others? In circle time, share times where they have helped each other.

Helping Flowers

In the middle, get the students to draw themselves, or stick a photo of each student there. On each petal, draw or write different ways that they can help others.

Attach to a straw or popsicle stick and attach leaves.



Health, Level 3+

Gingerbread Man Recipe

From "Food in a minute", New World Website
<https://www.newworld.co.nz/recipes/baking/biscuits-and-cookies/gingerbread-men/>

Prep Time: 40 mins

Cooking Time: 10 mins

Serves: 10

Ingredients

- 2 1/2 cup plain flour
- 1/2 tsp baking soda
- 1 tbsp ground ginger
- 150 g butter
- 1 cup firmly packed soft brown sugar or dark cane sugar, (220g)
- 1 egg, beaten
- 1/2 cup icing sugar
- food colouring and lollies/raisins to decorate

Preparation

1. Preheat oven to 180°C. Line 2 baking trays with baking paper.
2. Sift flour, baking soda and ginger together and place in a bowl or food processor.
3. Add soft brown sugar or dark cane sugar.
4. Add butter and rub in with fingertips or pulse in food processor until resembles fine breadcrumbs.
5. Add egg and stir or pulse to mix. If the dough is too sticky, add a little more flour to the mix and wrap in cling wrap. Refrigerate for half an hour.
6. Roll out on lightly floured surface or between 2 sheets of baking paper until 5mm thick.
7. Using cookie cutters, cut shapes and place on tray. Form leftover dough into a ball and reroll and repeat cutting out until all the dough is used up.
8. Bake gingerbread men for 8-10 minutes or until cooked and golden. Remove from oven and cool on baking rack.
9. Make icing by adding a few drops of food colouring and 1½ tsp water to the icing sugar and drop a small amount under each spot where you wish to place a lolly.



Variation Ideas

Make a Gingerbread Hare

- At Step 7, cut your dough into a hare shape (you might have a cookie cutter, or you can make a stencil or even draw a design on baking paper and cut the dough with a knife. Follow the rest of the cooking instructions.
- Once cooled, decorate the hare with white and pink icing for the features and add a small marshmallow for the tail!

Make a Gingerbread Tortoise

- At Step 7, cut a round shape for the shell, four smaller rectangles (for the legs) and one more slightly rounder rectangle for the head. Follow the rest of the cooking instructions.
- Once the biscuits have cooled, use small drops of icing to stick the legs and head to the bottom of the shell.
- Decorate the tortoise's shell with chocolate, sprinkles, icing, hundreds and thousands or other toppings. You can use lollies or drops of icing for the eyes.



Advanced Activities

Aesop's Original Fable

There once was a hare who bragged about how fast they could run. Tired of Hare's boasting, a tortoise challenged them to a race. All the animals in the forest gathered to watch.

As the race started, the hare zoomed off down the road, leaving the tortoise far behind. Hare looked back at the tortoise and thought "There's no way Tortoise can ever win; I've got plenty of time to relax!"

Hare stretched out alongside the road and fell asleep.

Meanwhile, Tortoise walked and walked: never stopping and never giving up. Tortoise plodded right past the sleeping Hare and approached the finish line.

The animals who were watching cheered so loudly for Tortoise, they woke up the hare. Hare began to run again, but it was too late. Tortoise had won the race!

After that, Hare never bragged about how fast they were ever again.

Discuss

- What is the moral of the original Aesop's fable?
- Does the Playhouse production have the same moral, or something different?
- What changes have been made to the story?
- Why do you think these changes have been made?
- How many other stories are included in the Playhouse production?

Create Your Own Story

- Combine two or more fables/fairytales and see what you can create!

Review the Show

- Provide students with a range of movie reviews to read. Included is an example from The Small Town Critic (an American movie critic), and Rotten Tomatoes
- Discuss different elements of a review using the definitions of terms supplied
- Work through the attached review template
- As a class recap parts of the play they will need to write about
- Have students write a review of the play

- A fuller lesson plan for review writing and more templates are available from the document here: <http://www.smalltowncritic.com/downloads/>
- You could post your class' reviews to NZ Playhouse at PO Box 19907, Christchurch 8241, New Zealand OR GPO Box 2358, Melbourne, VIC 3001, Australia.

Lesson attached is from www.themalltowncritic.com

The Tortoise and the Hare Review

Use this template to help plan your review.

Acting	Set
Music	Sound Effects
Script	Costumes

Review examples

The Lorax (2012)

TOMATOMETER 58

Average Rating: 6.1/10

Reviews Counted: 111

Fresh: 64 | Rotten: 47

Dr. Seuss' The Lorax is cute and funny enough but the moral simplicity of the book gets lost with the zany Hollywood production values.

AUDIENCE 69 liked it

Average Rating: 3.7/5

User Ratings: 31,836

MOVIE INFO

The 3D-CGI feature Dr. Seuss' The Lorax is an adaptation of Dr. Seuss' classic tale of a forest creature who shares the enduring power of hope. The animated adventure follows the journey of a boy as he searches for the one thing that will enable him to win the affection of the girl of his dreams. To find it he must discover the story of the Lorax, the grumpy yet charming creature who fights to protect his world. -- (C) Universal

PG, 1 hr. 34 min.

Animation, Kids & Family

Directed By: Chris Renaud

Written By: Cinco Paul, Ken Daurio

In Theaters: Mar 2, 2012 Wide

US Box Office:\$189.3M

Universal Pictures

Review examples

“My Dog Skip” will have you skipping to the theater

By Coop Cooper, A.K.A. “The Small Town Critic”

Everyone remembers their childhood dogs and the impact they’ve had on their life. Perhaps one dog in particular sticks out in your mind... a special dog that was there for you in the toughest or best years of your life. That is what this screen adaptation of Willie Morris’ “My Dog Skip” conveys in a fun, nostalgic and heart-breaking kind of way. Morris recounts the autobiographical memoir of his childhood in Yazoo City, Mississippi and the four-legged friend that accompanied him on his journey into manhood.

Set in the backdrop of the war-torn world of the 1940’s, young Willie (Frankie Muniz) is on the verge of his ninth birthday. His only real friend, neighbor and high school sports hero Dink Jenkins (Luke Wilson) goes off to fight in WWII, leaving Willie feeling alone in the world. To lift Willie’s spirits, his mother (Diane Lane) decides to defy the wishes of his stern father (Kevin Bacon) and buy Willie a Jack Russell terrier puppy. The unusually smart and charismatic dog Skip quickly becomes a local institution and helps Willie gain respect, make friends and even win over his first girlfriend.

The young Morris is outstandingly played by Frankie Muniz, now a household name due to his success on TV’s “Malcolm in the Middle.” His acting is very mature and shows shades of emotions very effectively. Both Kevin Bacon and Diane Lane do decent jobs of portraying caring and concerned parents. Luke Wilson exceeds his normal comedy boundaries and pulls off the disgraced town hero with surprising effectiveness. However it’s the dog that steals the show... or should I say dogs. “Moose” (Eddie from TV’s Frasier) and his son “Enzo” play the older and younger Skip respectively. Look for them in more movies, commercials and TV shows to come. I guarantee you’ll see them.

Kevin Bacon and Diane Lane’s characters were strong, but didn’t get enough screen time to fully develop. Willie’s friendship with a young black boy was never given a chance to develop either, probably in an effort by the filmmakers to avoid focusing on the segregation issues of the time period. The issue is addressed, but I feel that the African-American characters should have had bigger, more substantial parts. Also, I didn’t get the whole subplot with the evil moonshine dealers and why they

tormented little Willie and Skip. It seemed like a fictional part that was slapped on to cause more conflict. Despite these objections, the entire production was shot so effectively that it seemed that it genuinely conveyed feeling of growing up in rural Mississippi. The attention to detail and the accuracy of the time period are phenomenal. I felt completely immersed in this world and felt the full effect of this moving story. Even the southern accents were much better than average.

The message of this film is very clear and invokes plenty of nostalgia to anyone who can identify growing up in a rural town. It's about passing into adulthood, remembering old friends long gone, and the desire to remember or relive happy moments in our lives that may be fading from our memory. Morris is certainly a master at preserving his own memories by writing it down for others to enjoy. I truly believe that this story is his gift, not only to the people of Mississippi, but to all who want to remember their past, and the friends they left behind.

This movie is PG, a rating which might run off some of the older crowd, but it's truly a movie for everyone. Most films geared for children these days depend on lame, pop-culture references and gas-passing jokes in a patronizing attempt to entertain the younger masses. This movie rises above all of that to become one of the most watchable non-Disney film for children since 1993's "Searching for Bobby Fischer." Your date might resist going, but try to talk them into it. They won't regret it and neither will you.

Scale of 1-5: 4 ½

Coop Cooper is an independently syndicated film critic, living in Los Angeles. He is originally from Clarksdale, Mississippi and a Southerner at heart. He graduated from Southern Methodist University with a B.F.A in Cinema, and received his Masters in Screenwriting from the American Film Institute in Hollywood. You can read his past reviews at <http://www.smalltowncritic.com/>.

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If you have any questions relating to this resource or our plays, give us a buzz on 0800 894 500 (within NZ) or +64 3 974 3499 (outside NZ) and we'd be so, so happy to chat.

We also value your feedback on our plays and these resources, so don't be afraid to hit us up with any suggestions!

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