

# THE TOWER



spareo inq d  
paga pofundm  
epofifam fac  
h pofefia pua  
il miora p o  
mafartaco  
lo fibana  
lmpo pmt  
mohle fare  
lco mtr r fctio n  
ro p d h m a e g l a f t r  
p u p o r m o h l o i

l'emp quella parte  
epu d'ora q' d' h m g  
mafagna v p r m u



plena pofualo m f  
hlo allora il m o h m  
f m o d e q u a r o t e m o  
p i f m o h l o p u r



annello o g h l e f t e  
m f i g h u r e f i l i n g h  
f i n o m p u r n e f u r  
m o f t e  
c o f a u f t e p r i m o t e  
a b h e m l a g u a p e f t e  
m o m p u r p a d e h l o  
m o m o m o f t e p a l a c y

f a p u r b e l o e q u a r o e f t a e  
d e f t m o d e f t f t i o n e

f i m o r e f t r e n e m  
f i f t o f t p h e  
f t a  
a c h e  
p o f t e  
f t a n  
h l o  
n a t e o f t h o g u a g u e t l o m o  
m o h l o b i l e

l o n g i t u d i n e q u a n t o  
a l l a p r i m a p e r f u f t i o n e  
m a m e t f i n f e f t r a n

b h e p u  
q u i d a n t a n n o l i m  
d e l a c o n f e f t i o n e f e l a r  
m f g u a n t a l a c o n f e f t i o n e  
e l a m e r t o n e d e f e f t e  
m o l a c o n f e f t i o n e h l o f a

l o c o n n e l l a o g h l e f t e  
m f i g h u r e f i l i n g h  
f i n o m p u r n e f u r  
m o f t e  
c o f a u f t e p r i m o t e



# Common Core State Standards

Artspot offers a wide range of activities to be carried out before and after the play. The exercises included in this Workbook have been designed in consideration of the Common Core State Standards. In the chart below, precise information about the standards and their application can be found.

## Level 1: GRADES K-1

### English Language Arts Standards

#### Reading

#### Informational Text: Key Ideas and Details

Standard Code	Description	Activities Based on the Standard
CCSS.ELA-LITERACY.RI.K.1	With prompting and support, ask and answer questions about key details in a text.	With the teacher's support, students will be able to connect ideas and new words in the exercises "It's Time to Draw" and "Where is the Golden Egg?".
CCSS.ELA-LITERACY.RI.K.3 CCSS.ELA-LITERACY.RI.1.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	

#### Foundational skills: Print Concepts

CCSS.ELA-LITERACY.RF.K.1 CCSS.ELA-LITERACY.RF.1.1	Demonstrate understanding of the organization and basic features of print.	All the activities included in Level 1 are based on these standards.
CCSS.ELA-LITERACY.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.	
CCSS.ELA-LITERACY.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters. Recognize that spoken words are represented in written language by specific sequences of letters.	
CCSS.ELA-LITERACY.RF.K.1.C	Understand that words are separated by spaces in print.	

#### Speaking and Listening

#### Comprehension & Collaboration

Standard Code	Description	Activities Based on the Standard
CCSS.ELA-LITERACY.SL.K.1 CCSS.ELA-LITERACY.SL.1.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts and grade 1 topics and texts with peers and adults in small and larger groups.	Within the activity "Puppet Show", students will perform different scenes from the play using vocabulary and grammatical structures for to the appropriate level. Throughout this exercise, listening and speaking skills will be developed.
CCSS.ELA-LITERACY.SL.K.1.A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	
CCSS.ELA-LITERACY.SL.K.1.B	Continue a conversation through multiple exchanges.	
CCSS.ELA-LITERACY.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	

**Level 1: GRADES K-1 (Cont.)**

**Mathematics Standards**

**Counting & Cardinality**

**Know Number Names and the Count Sequence**

Standard Code	Description	Activities Based on the Standard
CCSS.MATH.CONTENT.K.CC.A.1	Count to 100 by ones and by tens.	The activity "Count and Color" is based on this standard.

**Count to Tell the Number of Objects**

CCSS.MATH.CONTENT.K.CC.B.4.A	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	The activity "Count and Color" is based on these standards.
CCSS.MATH.CONTENT.K.CC.B.4.B	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	
CCSS.MATH.CONTENT.K.CC.B.4.C	Understand that each successive number name refers to a quantity that is one larger.	

**Compare Numbers**

CCSS.MATH.CONTENT.K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	The activity "Count and Color" is based on this standard.
----------------------------	--	---

**Language**

**Conventions of Standard English**

Standard Code	Description	Activities Based on the Standard
CCSS.ELA-LITERACY.L.K.1 CCSS.ELA-LITERACY.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	All the activities presented in Level 1 are based on these standards.

Level 2: GRADES 2 – 3

English Language Arts Standards

Reading

Informational Text: Key Ideas and Details

Standard Code	Description	Activities Based on the Standard
CCSS.ELA-LITERACY.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	In the section “Speak Out”, students will have the opportunity to ask and answer questions about the play, using the correct relative pronouns while checking one another’s comprehension of the texts. In “Let’s Organize the Story”, students will put the sequence of the story in the correct order, establishing connections between the previous and next events.
CCSS.ELA-LITERACY.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
CCSS.ELA-LITERACY.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
CCSS.ELA-LITERACY.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	

Informational Text: Craft and Structure

CCSS.ELA-LITERACY.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2/3 topic or subject area.	All the activities included in Level 2 are based on these standards.
CCSS.ELA-LITERACY.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
CCSS.ELA-LITERACY.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 2/3 topic or subject area.	

Writing

Text Types and Purposes

Standard Code	Description	Activities Based on the Standard
CCSS.ELA-LITERACY.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	In “Describing the Characters” and “My Favorite Scene”, students will express their opinions and ideas by using linking words and other grammatical expressions, as appropriate to the given skill level. In addition, they will give justifications for their answers.
CCSS.ELA-LITERACY.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
CCSS.ELA-LITERACY.W.3.1.B	Provide reasons that support the opinion.	
CCSS.ELA-LITERACY.W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	

**Level 2: GRADES 2 – 3 (Cont.)**

**Research to Build and Present Knowledge**

Standard Code	Description	Activities Based on the Standard
CCSS.ELA-LITERACY.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	In the section “Speak Out”, students will have to find out information about topics related to the play.
CCSS.ELA-LITERACY.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	

**Speaking and Listening**

**Comprehension & Collaboration**

Standard Code	Description	Activities Based on the Standard
CCSS.ELA-LITERACY.SL.2.1	Participate in collaborative conversations with diverse partners about grade topics and texts with peers and adults in small and larger groups.	Within the activity “Acting It Out”, students will perform different scenes from the play, using vocabulary and grammatical structures appropriate to the designated skill level. Throughout this exercise, listening and speaking skills will be developed.
CCSS.ELA-LITERACY.SL.2.1.A	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
CCSS.ELA-LITERACY.SL.2.1.B	Build on others’ talk in conversations by linking their comments to the remarks of others.	

**Presentation of Knowledge and Ideas**

CCSS.ELA-LITERACY.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	In the activity “Let’s Organize the Story”, students will have to retell the plot of The Tower by maintaining the chronological order of events, adding descriptive information, and appropriately using vocabulary and grammatical structures according to the designated skill level.
CCSS.ELA-LITERACY.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	

**Language**

**Conventions of Standard English**

CCSS.ELA-LITERACY.L.2.1 CCSS.ELA-LITERACY.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	All the activities presented included in Level 2 are based on these standards.
--	--	--

Level 3: GRADES 4-5

English Language Arts Standards

Reading

Informational Text: Key Ideas and Details

Standard Code	Description	Activities Based on the Standard
CCSS.ELA-LITERACY.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	In the activities “The Story” and “Describing the Characters”, students will make connections between the plot and the characters by interpreting texts given and analyzing various personality traits of each character.
CCSS.ELA-LITERACY.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	

Writing

Text Types and Purposes

CCSS.ELA-LITERACY.W.4.1 CCSS.ELA-LITERACY.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	In “The Characters”, students will express their feelings, points of view, and opinions supporting their ideas using linking words and grammatical structures according to the designated skill level.
CCSS.ELA-LITERACY.W.4.1.A CCSS.ELA-LITERACY.W.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	
CCSS.ELA-LITERACY.W.4.2.C	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
CCSS.ELA-LITERACY.W.4.2.D CCSS.ELA-LITERACY.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	

Research to Build and Present Knowledge

CCSS.ELA-LITERACY.W.4.7 CCSS.ELA-LITERACY.W.5.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	In the section “Speak Out”, students will have to find out information about topics related to the play.
--	---	--

Speaking and Listening

Comprehension & Collaboration

CCSS.ELA-LITERACY.SL.4.1 CCSS.ELA-LITERACY.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 4/ 5 topics and texts, building on others’ ideas and expressing their own clearly.	In the section “Speak Out”, students will have the opportunity to discuss (with and among peers) their personal views on topics related to the play. Moreover, in the “Acting Out” exercises, students will perform the role of a character from the play, putting into practice vocabulary, grammatical structures, and listening and speaking skills.
CCSS.ELA-LITERACY.SL.4.1.B CCSS.ELA-LITERACY.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.	

**Level 3: GRADES 4-5 (Cont.)**

**Presentation of Knowledge and Ideas**

Standard Code	Description	Activities Based on the Standard
CCSS.ELA-LITERACY.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	In the activity “Be the Most Creative Publicist in Pisa”, students will be able to include multimedia components available at school to present this group exercise.

**Language**

**Conventions of Standard English**

CCSS.ELA-LITERACY.L.4.1 CCSS.ELA-LITERACY.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	All written activities in Level 3 are based on these standards.
CCSS.ELA-LITERACY.L.4.2 CCSS.ELA-LITERACY.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CCSS.ELA-LITERACY.L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
CCSS.ELA-LITERACY.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	

\*Source: Common Core State Standards Initiative: [www.corestandards.org](http://www.corestandards.org)

## Phonetics

As **The Tower** takes place in Italy, characters' names are Italian. The correct pronunciations in English are detailed in the following chart:

Il Signore	il siŋ' no: re
Francesca	fra:n ` tʃesk ə
Giovanni	dʒo' van ni
Allegra	a' leg rə

## Extra Activities

**ArtSpot** provides this workbook as a useful guide. Although the activities can be used as given, we encourage teachers to adapt them or create their own, based on their current lesson plans. This will allow students to take full advantage of the educational value of the play.

## Answers for *Speak Out!* Activities

How many years were needed to build the real Tower of Pisa?

**Answer: The construction of the tower took 177 years.**

How many stories does the Tower of Pisa have?

**Answer: The Tower of Pisa has 8 stories.**

When did the tower's construction start?

**Answer: It started in 1173.**

How many bells does the tower have?

**Answer: The tower has 7 bells: one for each musical note.**

How many artists participated in its construction?

**Answer: 3 artists participated in its construction.**



## Suggested Final Task

In order to conclude the educationally enriching experience of **ArtSpot**'s play, we suggest a final creative task to be prepared and used in the classroom.

In The Tower, Allegra is searching for her grandmother's famous egg: *The Golden Egg*. With students' help, this egg can be built in a simple way, using classroom materials, and with an educational purpose. Inside it, students can deposit "golden events" or experiences they have gone through in their lessons along the week or month. When the unit or course is over, the egg can be broken and those events can be debated, recycling vocabulary and sharing personal views.

### Materials

- ◆ Balloons
- ◆ Paper (from newspaper or magazines)
- ◆ White glue
- ◆ Paint brush
- ◆ Water-based paint
- ◆ Cardboard (base)

### Steps

- 1- Blow air into a balloon until it reaches the desired size.
- 2- Tear the paper into long strips.
- 3- Spread glue on the paper strips and stick them in a layer all over the surface of the balloon, leaving a slot uncovered. (Later on, students will put their activities through it.)
- 5- Repeat step 2 until a "shell" has been formed. The more layers it has, the more resistant it will be.
- 6- Cut a rectangle out of cardboard and glue it to the base of the egg.
- 7- Let the piece dry.
- 8- Paint the egg and let it dry.
- 9- Pop the balloon and the egg is ready to be used!

*Note: The egg can be shaped either in small groups (creating more than one), or a big one can be prepared for the whole group.*

### Why is this activity useful for students?

- ◆ It will help them with the retelling of past events, organizing ideas in a coherent and clear order.
- ◆ Specific vocabulary and language structures taught throughout the course will resurface, challenging students to put them into practice again.
- ◆ They will be able to express their feelings and opinions. The teacher can also help create an atmosphere in which each belief is equally validated and respected.

## The Tower

The story takes place in Italy, around the year 1300. Il Signore, an eccentric man who thinks the whole world revolves around him, is the ruler of Pisa, a small town by the river Arno.

Francesca, Il Signore's assistant, invites everyone in Pisa to the inaugural ceremony of the newly built Main Square statue. The statue was sculpted by Giovanni, a passionate local artist, who works under the orders of Il Signore.

Just before the ceremony begins, Allegra arrives in Pisa. She is a young pastry chef who, after finishing her studies in Paris, decides to reopen her grandmother's restaurant: *The Golden Egg*.

After delivering a grandiloquent speech, Il Signore gives the order and the statue is revealed. Allegra can't hide her surprise and bursts into laughter when she sees that Il Signore has built a statue of no other but himself.

Il Signore is insulted by Allegra's reaction. For the first time, somebody is questioning his decisions, and that is something he won't tolerate. Furthermore, Allegra is in Pisa to stay. Il Signore knows that her presence in town represents a threat to his hidden plans, so he starts plotting against her.

Giovanni was proud of his statue, but now feels sad because he thinks Allegra was laughing at his creation. Although she tries to explain her reasoning, it is difficult for him to understand. He had lived all his life in Pisa under the rule of Il Signore, and never questioned his motives.

In order to regain control of the situation, Il Signore shocks the town with a new announcement: he will build the highest tower in the world.

Giovanni is ordered to begin the construction immediately, and he is very excited with the challenge. But Allegra knows Il Signore can't be trusted, and she is determined to prove it.

Il Signore resorts to his shadiest scheme and, with Francesca, the plan to throw Allegra out of Pisa takes shape. But Giovanni and Allegra have now become close, and although Giovanni is hesitant to believe what lies beneath, he helps her in her quest.

Construction of the tower begins. The stakes are high but the heart of Pisa is ever inclined towards the truth.



## My Town

*Allegra:*  
I've seen the world,  
I've seen the sky,  
And I've seen every color of the rainbow.

Now I'm back home.  
Here at last.  
I have the feeling things are quickly changing.

*People of Pisa:*  
Il Signore! Il Signore!  
Il Signore! Il Signore!  
Il Signore!

*Il Signore:*  
Who cares about our town night and day?  
Il Signore!  
Who's always ready to lend a hand?  
Il Signore!

Here comes the man who saves your day,  
A man that never ever lies.  
A hand, a smile, a hug, your friend.  
Please welcome:

*People:* Il Signore!  
*Il Signore:* I am your favorite guy.  
*People:* Il Signore!  
*Il Signore:* I'm always by your side.  
*People:* Il Signore!  
*Il Signore:* With so much charm and style.  
*People:* Il Signore!  
*Il Signore:* This is...  
*People:* Il Signore!  
*Il Signore:* My Town!

*Il Signore:*  
I don't do all of this for fortune or fame,  
My only reward is the smile on your face.  
People on the streets are crazy for me,  
Whenever I walk along they cry out my name.

*Giovanni:*  
Both my hands are tired  
After hours of working with no rest.  
But something tells me  
That my greatest work is waiting right ahead.

*Allegra:*  
I've seen the world,  
(...)

*Giovanni:*  
Both my hands are tired  
(...)

*Il Signore:*  
As you can see my dear friend  
To help this town is what I pretend.  
So don't you worry about all I spend,  
I'll find a way to get it back  
In the end!

*People:* Il Signore!  
*Il Signore:* I am your favorite guy.  
*People:* Il Signore!  
*Il Signore:* I'm always by your side.  
*People:* Il Signore!  
*Il Signore:* With so much charm and style.  
*People:* Il Signore!  
*Il Signore:* This is...  
*People:* Il Signore!  
*Il Signore:* My town!



## I Want to Know

*All:*

A thrilling idea appears  
Right at the back of my mind.  
How can this idea be turned  
Into something my fingers can touch?

I want to know.  
I want to know.  
I want to know.  
I want to know.

*Giovanni:*

I want to know.  
I wonder how ideas are born inside my mind.  
They feel like birds flying in the sky.  
A flash of light shivers down my spine.  
It wakes me up and my eyes begin to shine.  
I feel alive. It makes me want to know...

*All:*

I want to know. I want to know.  
I want to know how I can make it happen.  
I wish I could see, I wish I could touch  
All the ideas I'm having.



I want to know what hides behind  
That wonderful moment when a spark  
Lights up your mind.

*Allegra:*

I want to know.  
I wonder how ideas are born inside my mind.  
They feel like birds flying in the sky.  
A flash of light shivers down my spine.  
It wakes me up and my eyes begin to shine.  
I feel alive. It makes me want to ask...

Where is the key  
That opens the door  
To all those places yet unknown?  
Show me the way to get to distant shores!

*Giovanni:*

Where is the key  
That opens the door  
To all those places yet unknown?  
Show me the way to get to distant shores!

*All:*

I want to know. I want to know.  
I want to know how I can make it happen.  
I wish I could see, I wish I could touch  
All the ideas I'm having.

I want to know what hides behind  
That wonderful moment when a spark  
Lights up your mind.

I want to know.



## Higher

*All:*

Higher. Higher!  
Higher. Higher!  
Higher. Higher!  
Higher. Higher!

*Giovanni:*

Brick by brick, stone by stone.  
From dawn to dusk, from dusk to dawn.  
One more dream, one more step.  
I'll reach the sky, I will stand tall.

I see the day's beginning.  
I hear the singing birds.  
I smell the air, I taste the rain  
And feel the earth under my feet.

As the drops that fill an ocean  
My hammer hits the rocks.  
I will not rest, I will not stop  
Until a brand new shape is formed.

Now that the journey's starting  
There is so much to live for.  
I have laid strong foundations  
That will make me reach...

Higher. Higher.  
I'll get higher. Higher.  
I will not stop before I reach my goal.  
Every single road I walk  
And the bridges that I cross  
Are the stepping stones  
That will lead me to the top.

*All:*

Higher. Higher!  
Higher. Higher!  
Higher. Higher!  
Higher. Higher!

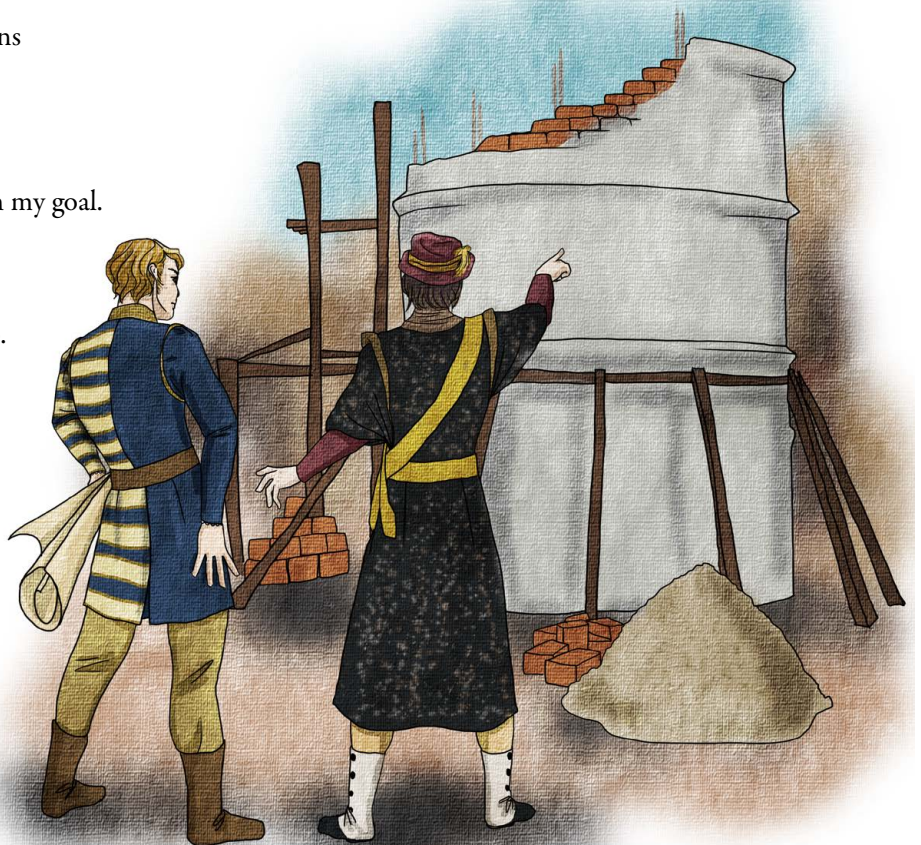
*Giovanni:*


Brick by brick, stone by stone.  
From dawn to dusk, from dusk to dawn.

Higher. Higher.  
I'll get higher. Higher.  
I will not stop before I reach my goal.  
Every single road I walk  
And the bridges that I cross  
Are the stepping stones  
That will lead me to the top.  
Are the stepping stones  
That will lead me to the top.  
Are the stepping stones  
That will lead me to the top.

*All:*

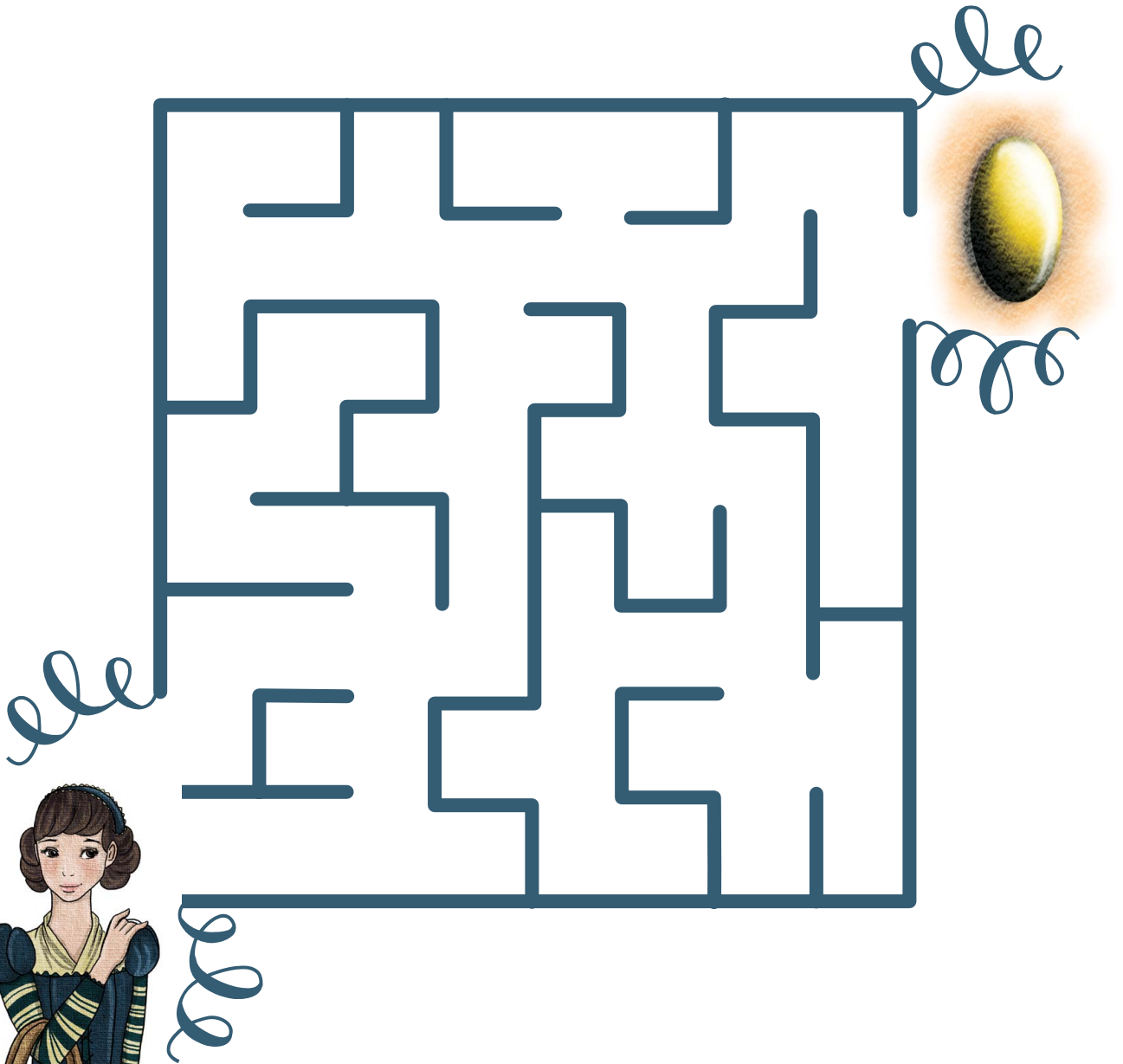
Higher. Higher!  
Higher. Higher!  
Higher. Higher!  
Higher. Higher!



 **Where is the Golden Egg?**

*Allegra wants to find her Golden Egg. Can you help her find the way?*

LEVEL 1

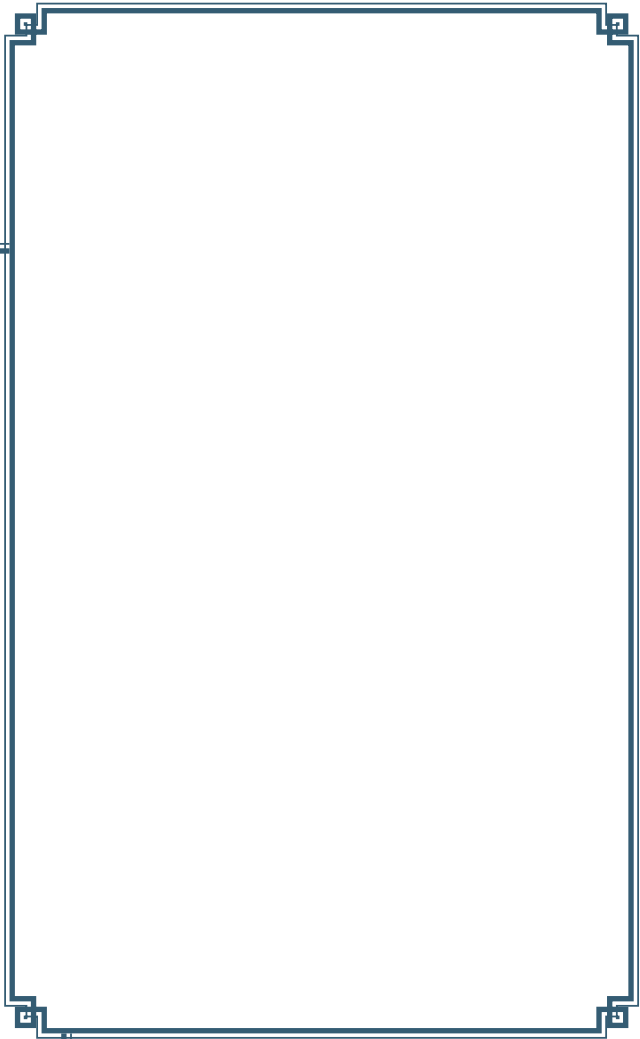
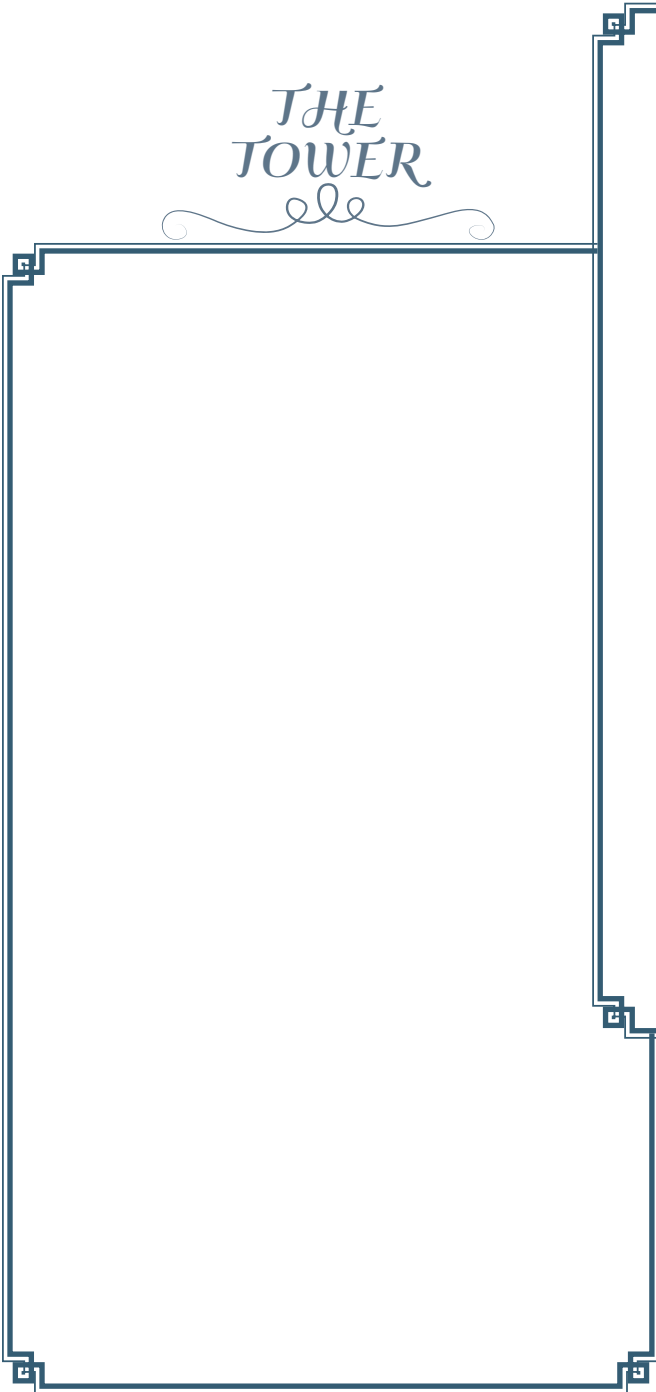




## It's Time to Draw

*In the following boxes, we give you some space to draw The Tower and The Golden Egg. You can use any material you have to decorate your piece of art.*

THE  
TOWER



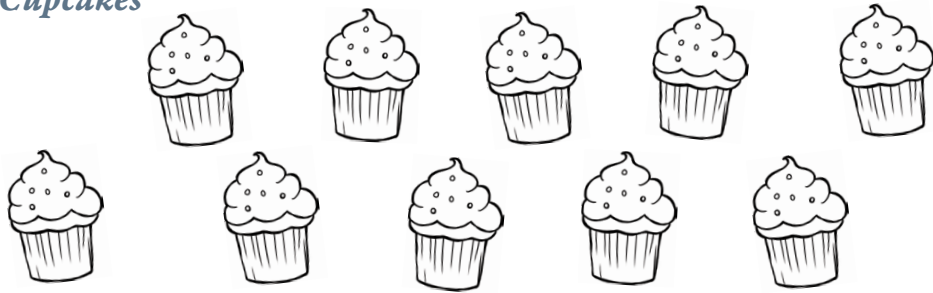
THE  
GOLDEN  
EGG



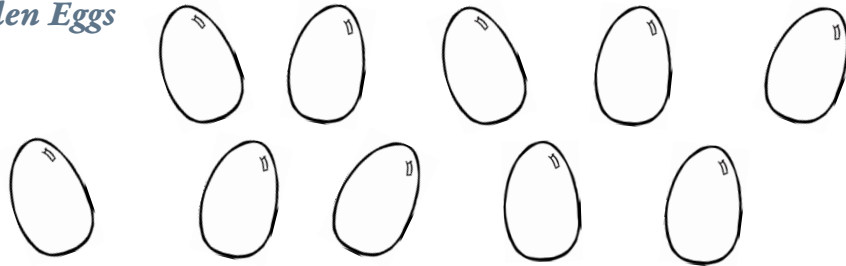
# Count and Color

In this activity, there are different items that appear throughout the play. Color the correct number of objects shown.

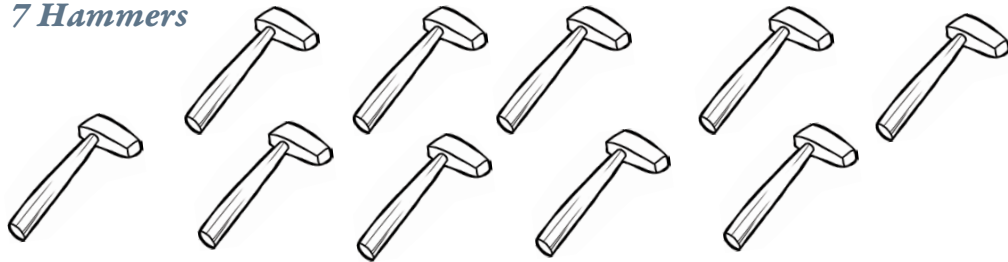
5 Cupcakes



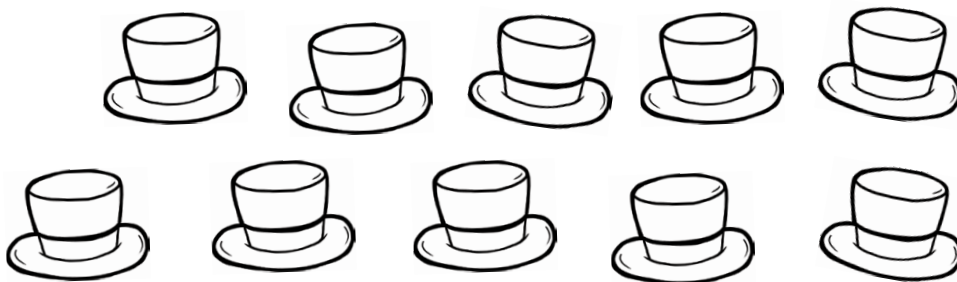
2 Golden Eggs



7 Hammers



9 Hats



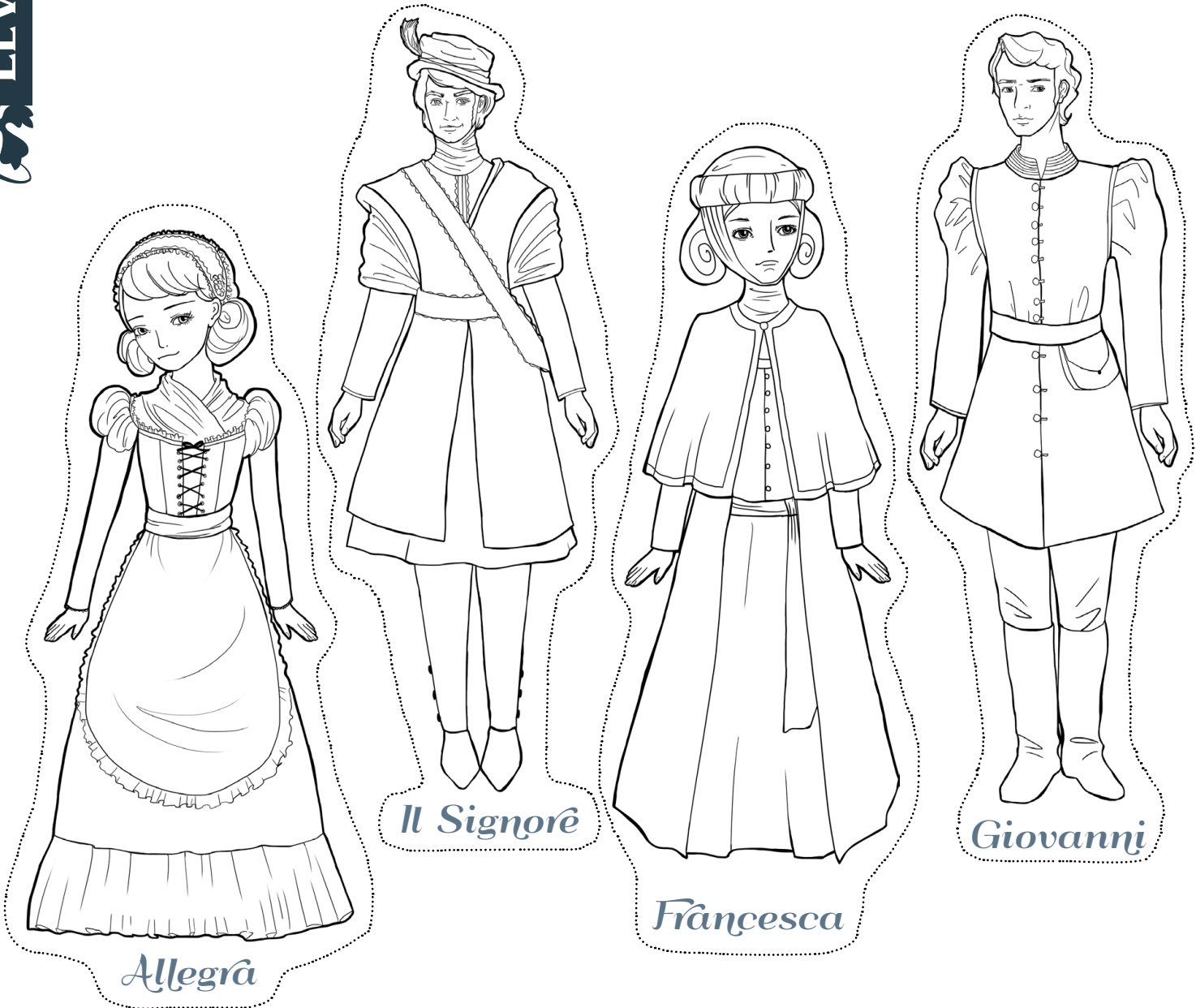


## Puppet Show

In the play, there are four characters: Giovanni, Allegra, Francesca and Il Signore. Here you will find their drawings to make your own puppets. Follow these simple steps:

- ◆ Cut the figures out.
- ◆ Color them.
- ◆ Glue an ice cream stick behind each character.

Now, it's time to play with them.



**Puzzle**

Look for the following words in the word search. Later on, complete the sentences below:

**GOLDEN - PISA - ASSISTANT - EGG - RULER - SCULPTOR - CHEF - TOWER**

Y	E	I	P	J	Y	L	R	M	Z	V	E	E	L	T
Z	G	G	K	B	W	Y	I	L	W	I	P	W	S	O
L	G	T	C	Z	P	X	N	J	U	S	G	W	B	W
J	M	E	R	G	G	I	A	A	V	W	B	W	P	E
Q	J	B	I	A	X	I	V	Y	Y	A	Z	J	G	R
I	V	X	V	R	U	L	E	R	A	C	N	J	H	V
K	D	A	G	P	S	P	A	Z	S	A	T	Z	G	J
E	J	E	K	I	P	I	I	B	S	K	L	A	C	G
X	B	P	C	Y	E	S	L	R	I	E	G	Q	H	O
L	Z	Y	O	P	M	A	V	U	S	W	X	E	E	L
S	C	U	L	P	T	O	R	O	T	Y	Y	H	F	D
R	K	U	K	M	R	I	H	V	A	N	S	U	U	E
J	I	S	H	M	V	U	F	N	N	B	Q	X	R	N
J	U	C	Q	O	R	T	C	O	T	B	N	Q	Y	E

- ◆ Allegra is a pastry \_\_\_\_\_ who wants to reopen her grandmother’s restaurant.
- ◆ Il Signore is the greedy \_\_\_\_\_ of Pisa who wants to build the highest tower in the world.
- ◆ Giovanni is an Italian \_\_\_\_\_ who follows Il Signore’s commands.
- ◆ Francesca is Il Signore’s \_\_\_\_\_.
- ◆ The play takes place in \_\_\_\_\_ which is a city in Tuscany, Central Italy.
- ◆ Il Signore has decided to build the most incredible \_\_\_\_\_ in the world.
- ◆ Allegra arrives in Italy, looking for her grandmother’s legacy: “The \_\_\_\_\_”.



## Acting It Out

Choose one of the following dialogues and act it out with one or two partners.

**Allegra:** The egg used to be made of gold. Do you know what happened to it?

**Il Signore:** Gold?

**Allegra:** Yes. I was a child, but I remember it perfectly well.

**Il Signore:** Maybe your grandmother told you that, and you—as a child—chose to believe it.

**Allegra:** But I'm sure it was made of gold... My grandmother...

**Il Signore:** Was telling you a story, a bedtime story.

**Allegra:** Wait, I'll give you the papers right away so you stop with the suspicions.

**Il Signore:** And who are you?

**Allegra:** I am Allegra. I'm the owner of "The Golden Egg".

**Il Signore:** No, you are not.

**Allegra:** Yes, I am. My grandmother was the owner. And now I am in charge.

**Il Signore:** You are lying.

**Allegra:** No, I'm not. (Pointing at a painting on the wall) Look at the painting: that's me!

**Giovanni:** You look just the same!

**Il Signore:** Where's the design for my tower?

**Giovanni:** YOUR tower?

**Il Signore:** Have you been working? I want to start building it as soon as we can.

[Allegra enters.]

**Allegra:** Here's the cake!

**Il Signore:** Thank you.

**Allegra:** Wait! It's not for you.

**Francesca:** He is Il Signore.

**Allegra:** I am Allegra. And this cake is for Giovanni.

**Allegra:** And how do they taste?

**Giovanni:** I don't know. I wish I could taste them.

**Allegra:** Oh, come on. You ate the others.

**Giovanni:** No. I wish I did, but I didn't.

**Allegra:** So how did the cream get on your nose?

**Giovanni:** I didn't take them.

**Allegra:** Who took them then? Who took them?!



## Describing the Characters

Consider your favorite character in the play, and write a description of him or her. You should answer the suggested questions as a guideline for your description.

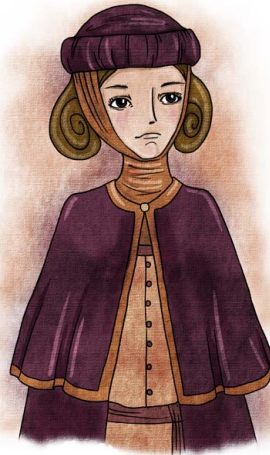
- ◆ What is his/her occupation?
- ◆ How does he/she act?
- ◆ What does he/she do during the play?
- ◆ What is he/she wearing?



Allegrà



Il Signore



Francesca



Giovanni

My favorite character is .....

.....

.....

.....

.....

.....



**Give your own opinion:**  
 Why did you choose him/her as your favorite character?  
 How many people in your class like the same character?

## My Favorite Scene

After watching *The Tower*, decide on your favorite part and draw it below. Then, explain why you chose it:



My favorite part is when

.....

.....

.....

**SPEAK  
OUT!**

\* Ask a friend for his/her opinion and write the answers:

My friend's name is \_\_\_\_\_

My friend's favorite character is \_\_\_\_\_

My friend's favorite part is when \_\_\_\_\_

\_\_\_\_\_


## Words and Pictures

In the following song, some words have been replaced by drawings. Use the pictures as a guide to write the correct words beside them. Later on, listen to the song and check your answers.

### ❖ MY TOWN

I've seen the  \_\_\_\_\_,

I've seen the sky,

And I've seen every color of the  \_\_\_\_\_

Now I'm back  \_\_\_\_\_

Here at last.

I have the feeling things are quickly changing.


Il Signore! Il Signore!

Il Signore! Il Signore!

Il Signore!


Who cares about our town  \_\_\_\_\_ and  \_\_\_\_\_?




Il Signore!

Who's always ready to lend a  \_\_\_\_\_?

Il Signore!

Here comes the  \_\_\_\_\_ who saves your day,

A  \_\_\_\_\_ that never ever lies.

A  \_\_\_\_\_, a  \_\_\_\_\_, a  \_\_\_\_\_, your friend.

Please welcome:

Il Signore!

I am your favorite guy.

Il Signore!

I'm always by your side.


Il Signore!

With so much charm and style.


Il Signore!


This is...


Il Signore!


My  \_\_\_\_\_!


I don't do all of this for fortune or fame.

My only reward is the smile on your  \_\_\_\_\_.


People on the  \_\_\_\_\_ are crazy for me,


Whenever I  \_\_\_\_\_ along they cry out my name.

Both my  \_\_\_\_\_ are tired

After  \_\_\_\_\_ of working with no rest.

But something tells me

That my greatest work is waiting  \_\_\_\_\_ ahead.

As you can  \_\_\_\_\_ my dear friend

To help this town is what I pretend.

So don't you worry about all I spend,

I'll find a way to get it back

In the end!

**SPEAK  
OUT!**

*After listening to the song, share your opinion in response to the following question:*

- ◆ Do you believe what Il Signore says about himself? Why or why not?

## Let's Organize the Story!

In the following boxes, you will find the plot of *The Tower* mixed up. Can you put it in the correct order?

Il Signore is insulted by Allegra's reaction and, in response, promises to build the highest tower in the world.

The story takes place in Italy where Il Signore, the ruler of Pisa, is about to inaugurate a new statue.



After seeing the statue, the whole town is surprised. Allegra laughs at it because she can't believe Il Signore designed a statue of himself.

All the town is invited to the ceremony, including Allegra, a young pastry chef who has just arrived in Pisa.

People are anxious to see the masterpiece and so is Giovanni, the local artist. When he is given the order, the statue is revealed.





## The Story

Read some information about the story, and then solve the crossword puzzle.

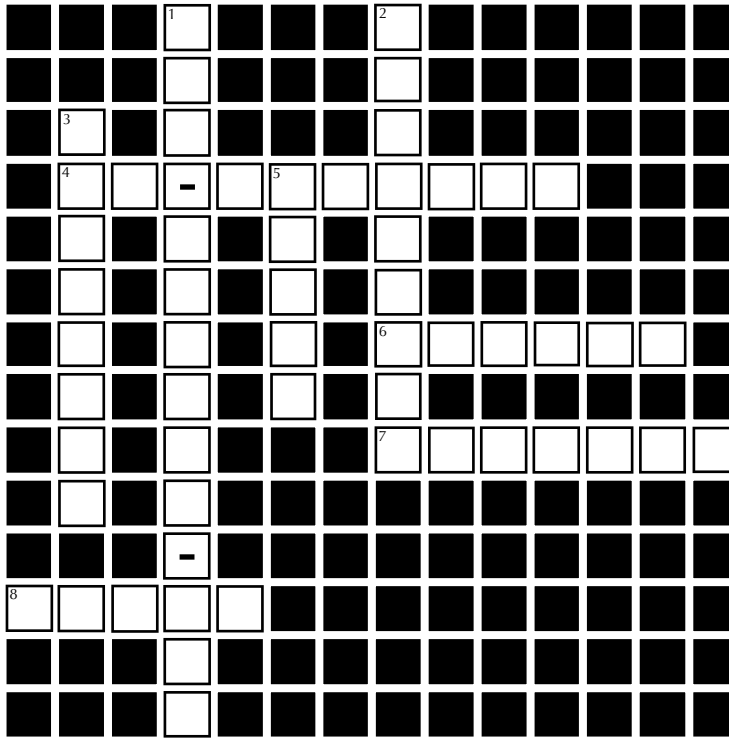
The story takes place in Italy, around the year 1300. Il Signore, the ruler of Pisa, is about to inaugurate a statue sculpted by the local artist Giovanni.

Francesca, Il Signore's assistant, invites everyone in Pisa to the inaugural ceremony of the newly built Main Square statue. Just before the ceremony begins, Allegra arrives in Pisa. She is a young pastry chef who, after finishing her studies in Paris, decides to reopen her grandmother's restaurant: *The Golden Egg*.

After delivering a grandiloquent speech, Il Signore gives the order for the statue to be revealed. Allegra can't hide her surprise and bursts into laughter when she sees that Il Signore has built a statue of no other but himself.

Il Signore is insulted by Allegra's reaction. For the first time, somebody is questioning his decisions, and that is something he won't tolerate.

In order to regain control of the situation, Il Signore shocks the town with a new announcement: he will build the highest tower in the world.



### Across

- 4. The ruler of Pisa.
- 6. The piece of art inaugurated at the beginning of the play.
- 7. A young pastry chef.
- 8. The tallest building in the world.

### Down

- 1. The name of the restaurant that will be reopened.
- 2. The assistant to the ruler of Pisa.
- 3. The local artist of Pisa.
- 5. The country in which the story takes place.

**SPEAK OUT!**

**Who can guess?**

Ask any of your classmates these questions, and see if they can guess. Then check the answers.

◆ How many years were needed to build the real Tower of Pisa?

- 92
- 177
- 103

◆ How many stories does the Tower of Pisa have?

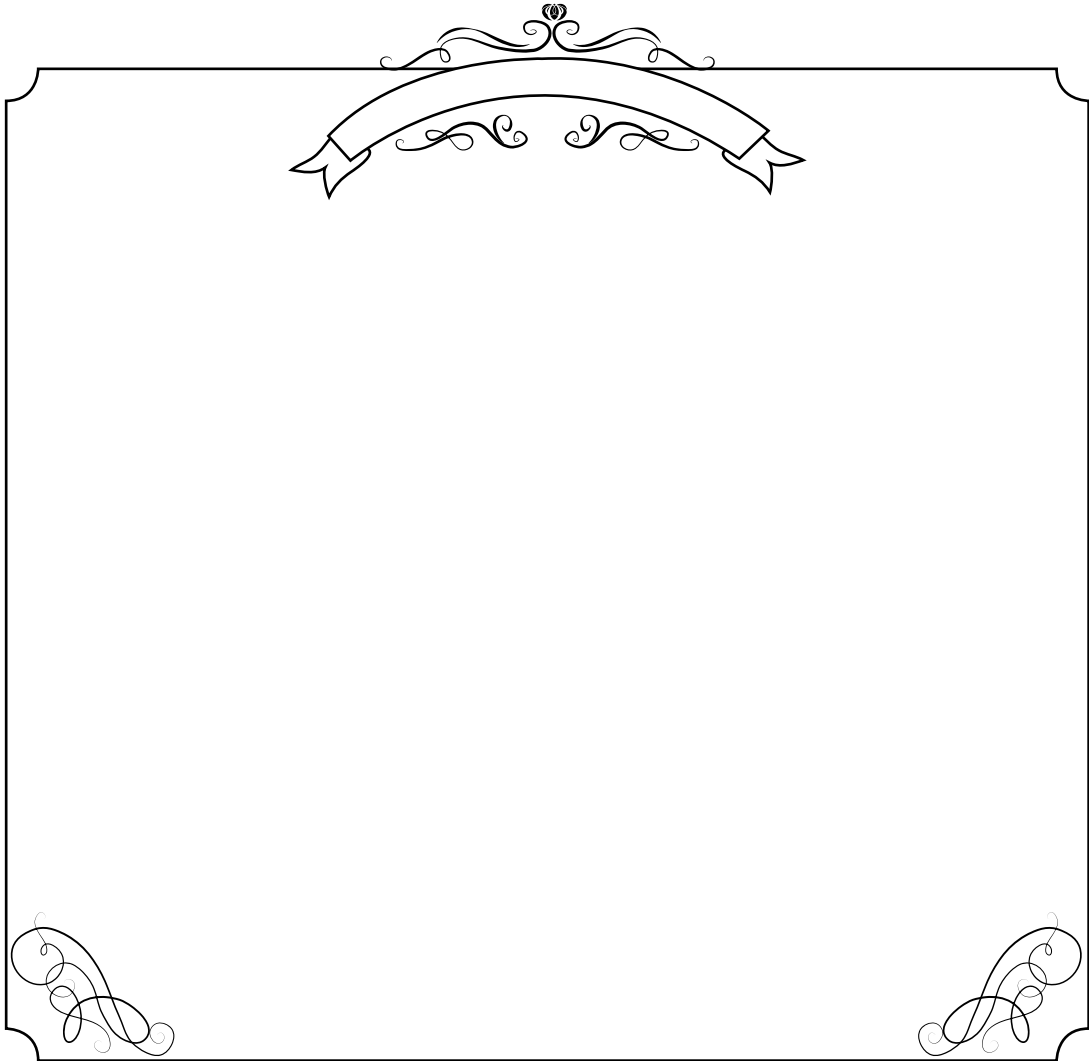
- 9
- 12
- 8

◆ When did the tower's construction start?

- 1103
- 1169
- 1173

## Be the Most Creative Publicist in Pisa

Imagine you are a famous publicist and you have to create a flyer promoting the inaugural event in which the tower will be shown. How would you do it? What would you do to catch people's attention? Use words and images to announce the tower's inauguration in the most catchy and creative way possible.



### SPEAK OUT!

#### Who can guess?

Ask any of your classmates these questions about the real Tower of Pisa and see if they can guess correctly. Then check the answers.

◆ How many years were needed to build the real Tower of Pisa?

92  
177  
103

◆ How many bells does the Tower of Pisa have?

5  
2  
7

◆ How many artists participated in its construction?

2  
3  
4

## Dialogues

Choose one of the following dialogues and act it out with one or two partners. The rest of the class should try to guess which scene it is from!

**Il Signore:** An announcement. Something big. Huge. A tower! I will build a tower. The Tower of Pisa! It is going to be high, it is going to be big, it is going to be tall, and it is going to be built fast. Now! Giovanni, start working on the design right away!

**Allegra:** But does everybody agree with that? I mean... do we need that big, huge, tall, high tower?

**Il Signore:** Yes, they do.

**Allegra:** Well... I don't.

**Giovanni:** And your cake smells amazing. Can I try it?

**Allegra:** Of course, it's my grandmother's recipe. Well, I made some little changes to it.

**Giovanni:** I'm sure she'd be proud.

**Allegra:** She taught me all she knew about cooking. She created the most delicious dishes I've ever tasted.

**Giovanni:** Mmmmm, I'd like to try them all!

**Allegra:** Just let me go inside and get the papers to prove that I am the owner, so afterwards I can give you my opinion about this new tower.

**Il Signore:** Excellent! I'll be waiting for you here!

*[After a while, Il Signore leaves and Allegra comes back.]*

**Allegra:** Where is he? Is he gone again?

**Giovanni:** Yes...

**Allegra:** This is incredible!

**Giovanni:** I'm sure he'll be back soon.

**Giovanni:** Don't you think the statue is slightly tilted?

**Il Signore:** Tilted? My statue? Of course not!

**Francesca:** It is perfectly straight, like Il Signore!

**Giovanni:** I'm sorry... but I really think it is tilted. Maybe I can do something about it.

**Il Signore:** It is perfect.

**Allegra:** Maybe he can also make it look a little bit more like himself...

**Il Signore:** IT IS PERFECT!



## Extra Words

*In the following song, there are some extra words within the lyrics. First, circle the words you consider to be correct, according to their context. Afterwards, listen to the song and check your answers.*

### ❖ I Want to Know

*All:*

A thrilling idea appears  
Right at the **back/lack/black** of my mind.  
How can this idea be turned  
Into something my fingers can **match/touch/patch**?

I want to know.  
I want to know.  
I want to know.  
I want to know.

*Giovanni:*

I want to know.  
I wonder how ideas are **horn/born/corn** inside my mind.  
They feel like birds flying in the sky.  
A flash of **fight/sight/light** shivers down my spine.  
It wakes me up and my **lice/eyes/lies** begin to shine.  
I feel alive. It makes me want to know...

*All:*

I want to know. I want to know.  
I want to know how I can make it happen.  
I wish I could see, I wish I could **patch/match/touch**  
All the ideas I'm having.

I want to know what hides behind  
That wonderful moment when a **spark/shark/dark**  
Lights up your mind.

(...)

Where is the **key/sea/see**  
That opens the door  
To all those **paces/places/chases** yet unknown?  
Show me the way to get to distant shores!

(...)

### ❖ What is the character thinking about?

- ❖ Think of two possible ideas the character Giovanni may have in his mind, and write them inside the thought-bubbles above.



## The Characters

Choose the most suitable adjectives for each character of the play, and then describe all four characters in full sentences. Add your own words and ideas as well.

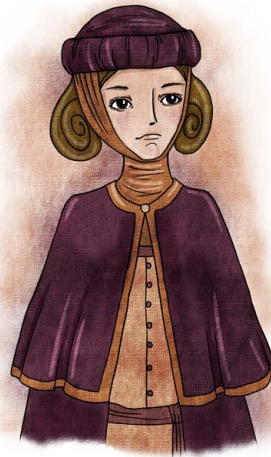
patient ♦ smart ♦ enthusiastic ♦ kind ♦ sweet  
 generous ♦ stubborn ♦ selfish ♦ hard-working  
 passionate ♦ arrogant ♦ proud



Allegrà



Il Signore



Francesca



Giovanni

.....

.....

.....

.....

.....

.....

.....

.....

**SPEAK OUT!**

*Give your own opinion:*

Who is your favorite character of the play? Why?

How many people in your class like the same character?

## Missing Words

Listen to the song "Higher" and fill in the missing words.

### ◆ Higher

Higher. Higher!  
Higher. Higher!  
Higher. Higher!  
Higher. Higher!

Brick by brick, stone by stone.  
From \_\_\_\_\_ to dusk, from dusk to \_\_\_\_\_.  
One more \_\_\_\_\_, one more step.  
I'll reach the sky, I will stand \_\_\_\_\_.

I see the day's beginning,  
I \_\_\_\_\_ the singing birds.  
I smell the air, I \_\_\_\_\_ the rain  
And feel the earth under my \_\_\_\_\_.

As the drops that \_\_\_\_\_ an ocean  
My \_\_\_\_\_ hits the rocks.  
I will not \_\_\_\_\_, I will not stop  
Until a brand new \_\_\_\_\_ is formed.

Now that the \_\_\_\_\_'s starting  
There is so much to live for.  
I have laid \_\_\_\_\_ foundations  
That will make me \_\_\_\_\_

Higher. Higher.  
I'll get higher. Higher.  
I will not stop before I \_\_\_\_\_ my goal.  
Every single road I walk  
And the \_\_\_\_\_ that I cross  
Are the stepping \_\_\_\_\_  
That will \_\_\_\_\_ me to the top.

(...)

Within the song, you will find words that have the same meaning (called "synonyms") as the ones presented below. These words may be the ones you filled in, or were already written. Look for these synonyms in the song and write them down:

- |                          |                     |
|--------------------------|---------------------|
| ◆ Heaven/firmament _____ | ◆ Strike/bump _____ |
| ◆ Sunset/ twilight _____ | ◆ Trip _____        |
| ◆ Daylight/morning _____ |                     |

## The Scenes

Choose one of the main scenes from the play, and draw a comic strip with the characters' dialogue within. Use your own words.

- ◆ Allegra arrives in Pisa and goes to Il Signore's statue inaugural event.
- ◆ Allegra can't believe Il Signore built a statue of himself, and she laughs at it.
- ◆ Il Signore is insulted by Allegra's reaction and starts plotting against her.
- ◆ Il Signore steals the documents from Allegra's restaurant and escapes with his assistant, Francesca.
- ◆ Allegra and Giovanni devise a plan to recover the stolen documents.

Here is the format of a sample comic strip:



**ACT IT OUT!**

Choose any partner from your classroom and act out your favorite scene using the dialogue you wrote. Let's discover the best actors and actresses in the classroom!