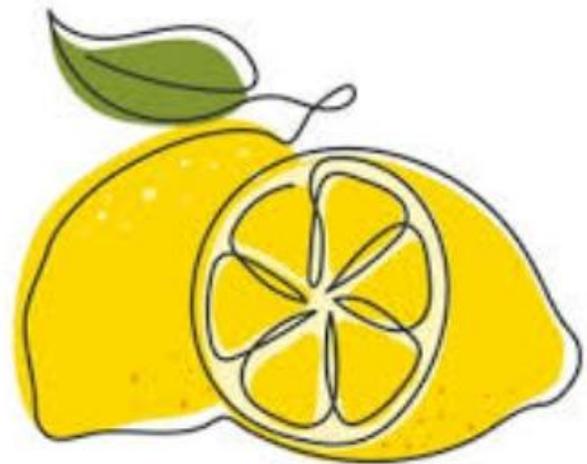


FRESNO STATE  
Theatre for Young Audiences

# LEMONADE STAND

Written by **Lojo Simon** Directed by **Nicola Olsen**

# Teacher Resource Guide



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## Meet Our Playwright

Lojo Simon wrote the play “Lemonade Stand” after visiting Fresno State University. She was inspired by the variety of cultures and peoples here in the Central Valley and also with the agriculture. She worked together with Fresno State University’s Theatre Education Professor and Theatre for Young Audiences Director, Nicola Olsen to develop the script. She interviewed many people on the Fresno State Campus in order to write in cultural detail about the three children, Doua, Alec, and Dani. This script had been in development at Fresno State for the last two years including a staged reading. It is so excited to see a play for young people about the people who live in Fresno on the stage!

About the playwright:

Lauren “Lojo” Simon



Lojo Simon is a playwright, journalist, and poly-creative writer with a vast background full of awards. She earned her BA from Brandeis University in Massachusetts, her MFA from the University of Idaho, and has received training from both Narrative 4 Story Exchange and The Life Stories Institute for dramatic writing. Formerly the Literary Manager with Laguna Playhouse in Laguna Beach, California, Simon was selected as the city’s 2018/2019 Literary Laureate alongside Suzanne Redfearn. In 2020, Laguna Beach Arts Alliance declared her “Artist of the Year”. Lojo Simon’s plays and musicals have been presented and performed across the nation. Nice & Slow was awarded the Old Miner Playwriting Award and was produced by Utah Valley University.

When asked in an interview what advice she might give to beginning playwrights, Lojo Simon said, “Write with imagination. Write every day. Write to inspire. Write big. Write what matters. Write like your life depends on it.”

### Play Summary:

In Fresno California live three kids Doua, Alec, and Dani, all from different cultures and backgrounds. Doua is of Hmong decent, Alec is of Armenian as well as being deaf, and Dani is from Oaxaca, Mexican decent. All three of these kids, with their different sets of skills and heritage, try to outcompete each other in order to sell the most lemonade. Through their competitions with one another, they are taught about the struggles each of them has gone through and how they are connected to their family culture and background. Ultimately learning the importance of honoring the past and carrying the teachings on towards the future.

After learning about the messages and teaching from their ancestors, the kids cannot decide who should stay selling lemonade or who should leave. After more competition and math, the kids meet a business owner named Max. After one final competition, the kids learn that instead of fighting each other to see who's the best, they should instead combine their strength in order to create one big business that showcases everyone's talents and that is built off the friendship the kids have formed and the cultures they have learned about. Max agrees to help the kids on their new business venture, willing to guide and mentor them as they navigate their new business together now as friends instead of competitors.



### Main Themes of Lemonade Stand

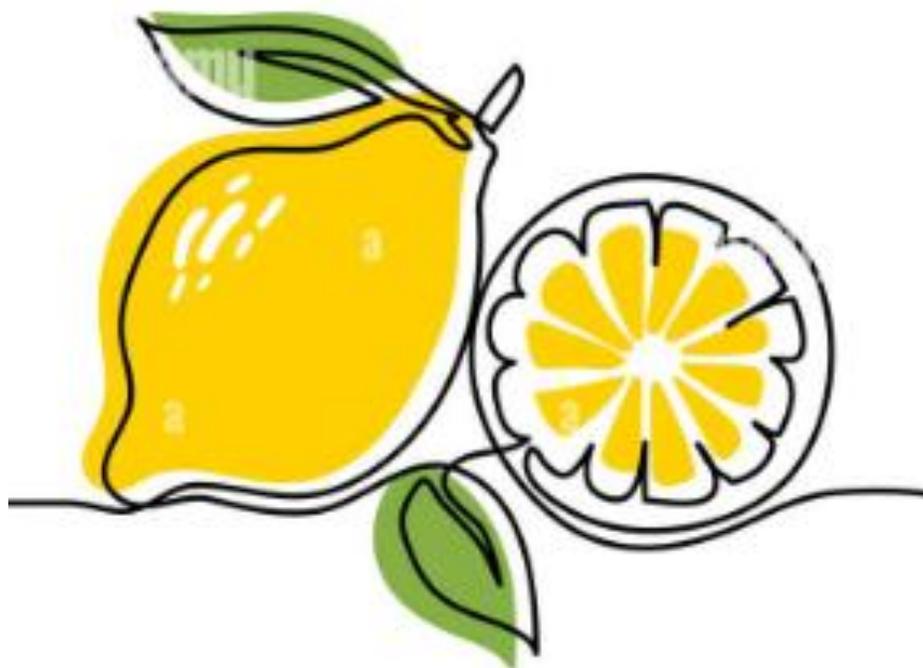
Lojo Simon, the playwright of “Lemonade Stand” had many important themes in mind as she wrote the play. As a class you could discuss themes the students noticed as they watched.

Here is a theme that the cast felt was particularly important and one that they have been exploring throughout production.

In the play Lemonade Stand we see the theme of, “accepting others for who they are regardless of their backgrounds”.

This is an important message to know about because of how many different people we are surrounded by everyday of our lives. Through these interactions it’s important to understand their backgrounds and accept them so they can feel welcome and that they belong. We all wanna belong and feel accepted by the people around us, so tearing others down is not a way that we can make ourselves and others feel better. Instead of tearing each other down by hurtful words and messages, we should instead accept each other and lift each other up in order to make something better just as we saw with Lemonade Stand.

In Lemonade Stand we see the three kids over the course of the play struggling with the idea of who should leave the coroner and who should stay. It isn't until after they all go through their cultures and help from Max they realize that instead of fighting each other, they should accept each other for their differences and help each other make something better. That is how they come up with the stand together which is made completely off of friendship and accepting others for who they are.



## Facts about Lemonade



Throughout the history of lemonade it used to be called qatarmizat. (Rutherford) Qatarmizat was described as lemon juice with water and sugar.

During the 10th and 12th century it was a popular drink to help with health issues during that time. (Rutherford)



The first idea of selling lemonade was through vendors. They would sell the drink with a pitcher strapped on their backs. That was mostly through the 17th century and was called The Compagnie de Limonadiers in Paris. (Chipps)

The shift to children selling lemonade was around the late 19th and early 20th century.

The idea of having a lemonade stand became more of a neighborhood idea for children than for adults. (Schottenstein)



Lemonade around the world can be made different. If you go to Syria, Lebanon, or Jordan they mix mint inside of their lemonade!



# THE LEMONADE GAME

A Game similar to rock paper scissors but with a sweet twist!

This game can be played with as many people as you'd like.

-Must be at least that 4 players-

## RULES!!!



- Everyone starts out as a **SEED**. (Take both hands and cup



them together as if you are carrying a tiny seed)

- Everyone plays a round of **ROCK PAPER SCISSORS!!! FUN!**
- **THE WINNER**————— turns into a **LARGE TREE**.
- **THE LOSER**————— stays a seed.



- **TREE**(raise your arms up like tree branches and move them side to side.)

• Now if you are a tree you can only play against another tree in the group. If you are a seed you can only play against another seed.

- **TREE** moves to **LEMON!**
- **LEMON**(make a sour face as if you just ate a juicy lemon)



\*REMEMBER: ONCE YOU TURN INTO A NEW ITEM YOU CAN ONLY PLAY AGAINST SOMEONE WHO IS THE SAME ITEM AS YOU\*

- **LEMON** moves to **SQUEEZE**
- **SQUEEZE**(twist your body left and right. Like a lemon being juiced)

- **SQUEEZE** moves to **SUGAR**

- **SUGAR**(smile so big. Who doesn't love something sweet!)

- **SUGAR** moves to **LEMONADE!**

- The first person who gets to **LEMONADE** yells **TASTY!!!**

- Then the whole group moves over to that contestant and pretends to buy their lemonade!

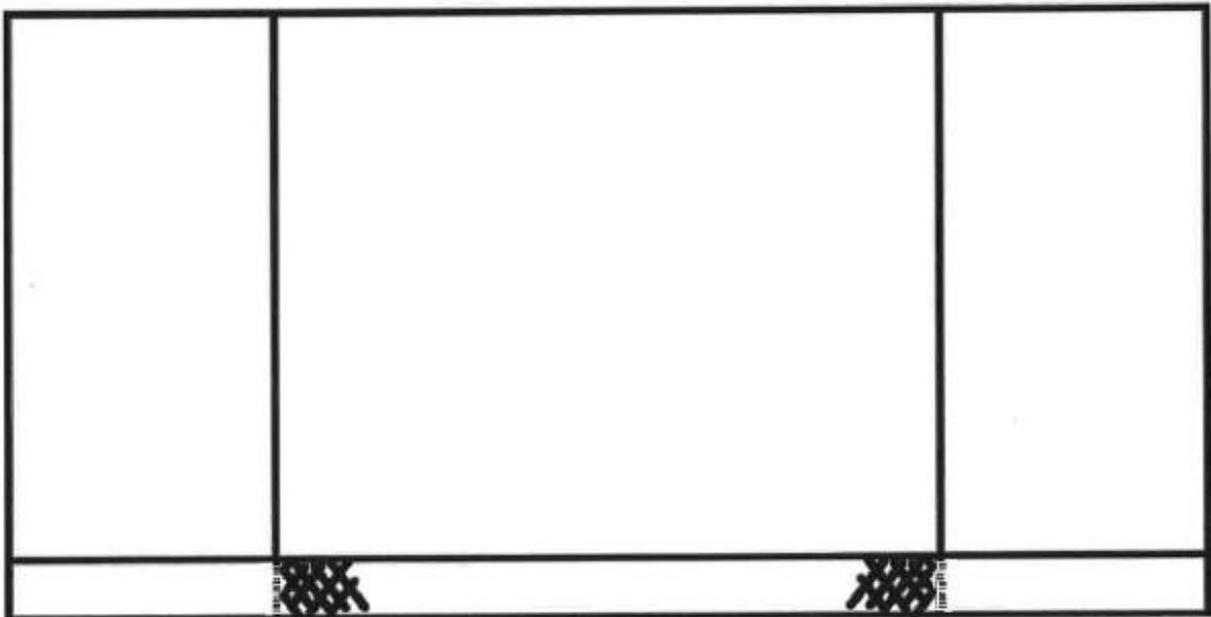
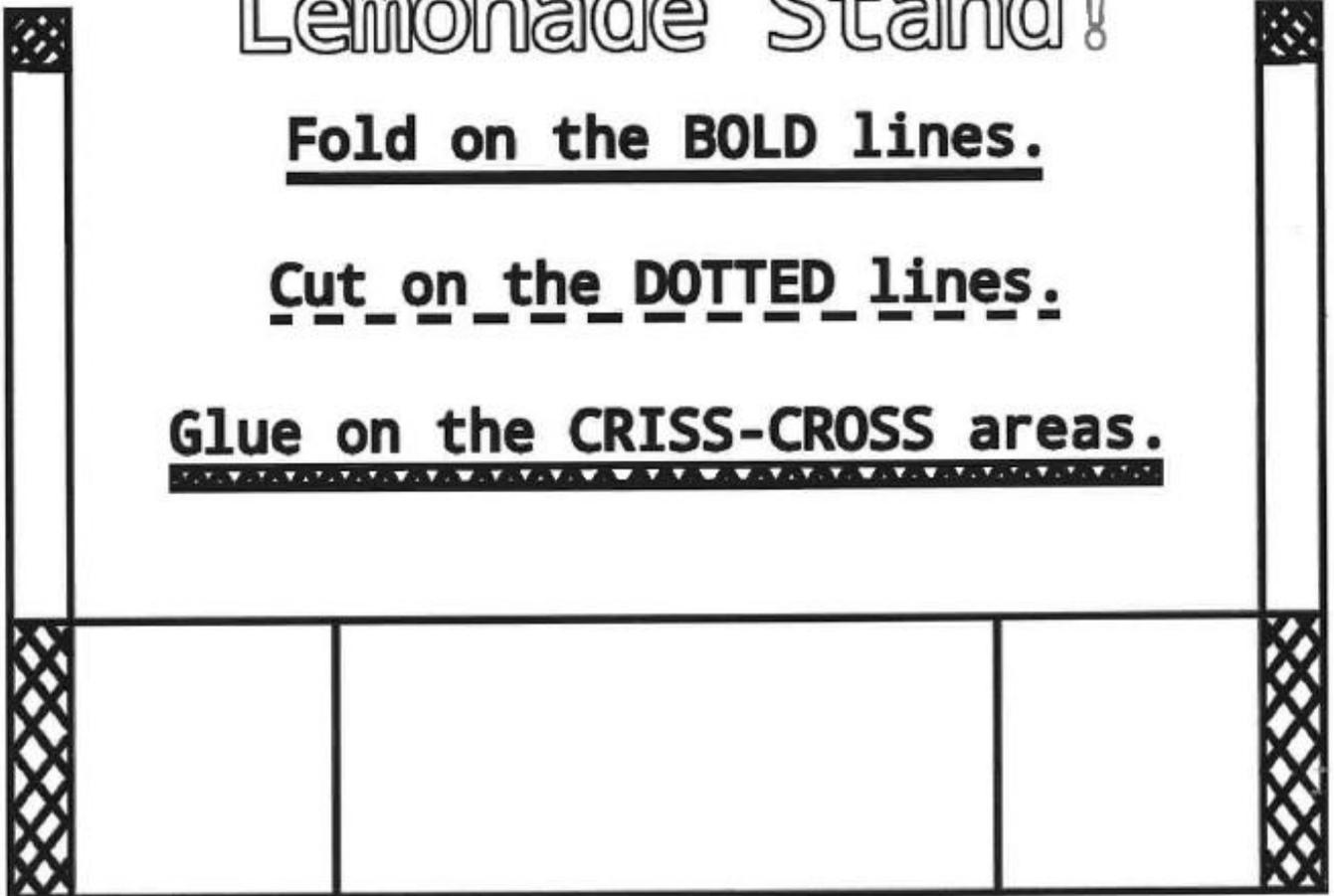


# Make your own Lemonade Stand!

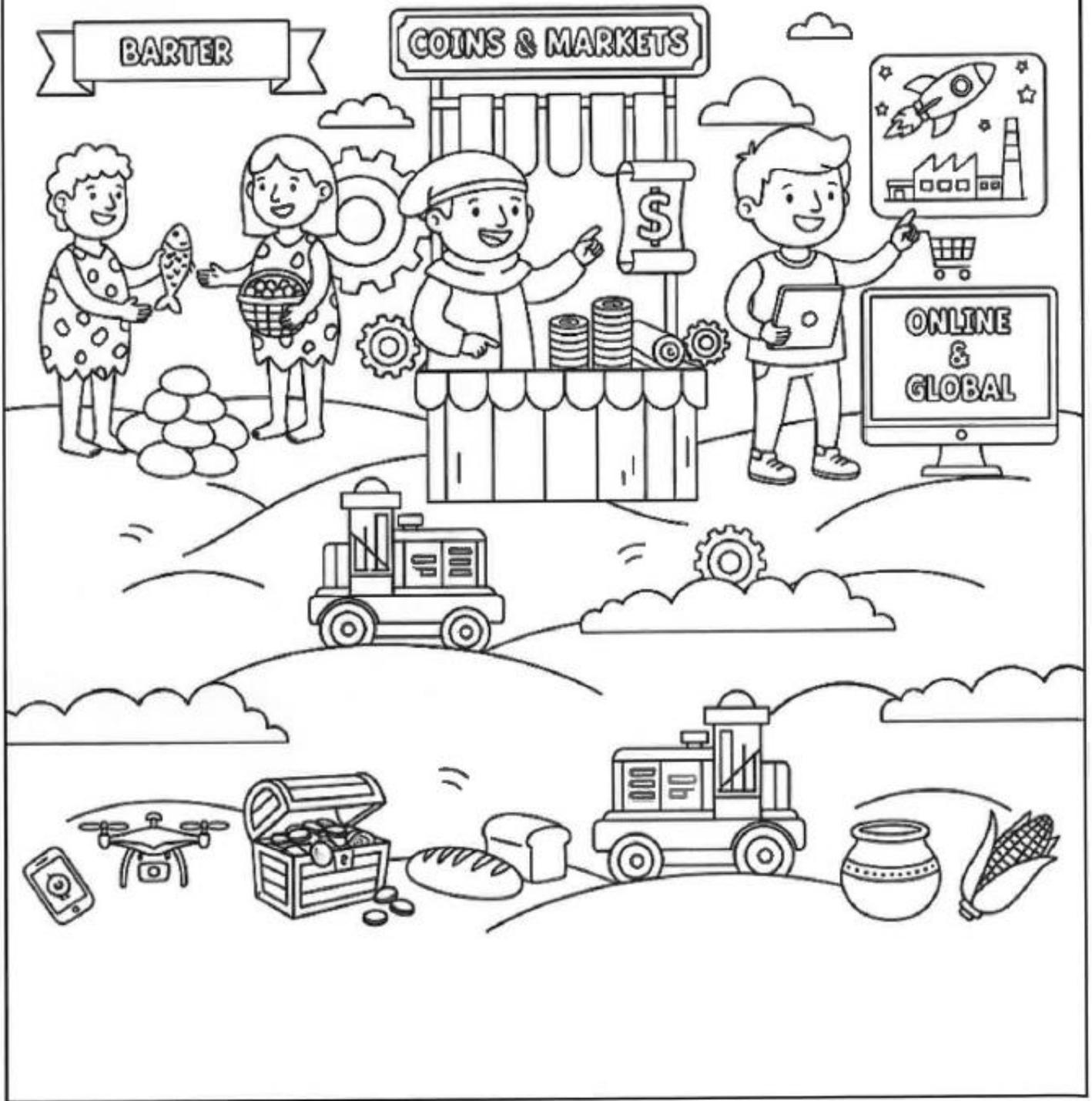
**Fold on the BOLD lines.**

**Cut on the DOTTED lines.**

**Glue on the CRISS-CROSS areas.**



# BUSINESS JOURNEY!



## The Hmong People

### **Origins:**

The Hmong people originated in China around 4000-3000 BCE near the Yellow and Yangtze River, they were more of the farming life of China throughout those years. After thousands of years the Hmong people struggled hard to get their independence with imperial China as they took over smaller kingdoms and minor ethnicities to make China unite as one country. During the 1800s, they moved to Laos, Vietnam, Myanmar.



### **Vietnam War and Immigration to Other Countries:**

The Vietnam War happened during 1955 to 1975 where North and South Vietnam fought against each other with their allies with China and USSR supporting North Vietnam while any anti-communist nations and the U.S. supported South Vietnam. The Hmong people escaped through the jungles of Laos with many refugees to Thailand pass between the Mekong River. While they stayed there, they had their education and had the opportunity to move to a different country like the U.S., France, Australia and a couple of other countries.

**Citations:** Hmong Timeline: <https://www.mnhs.org/hmong/hmong-timeline>







## Oaxaca Mexico

In *The Lemonade Stand* by Lojo Simon, the character Dani experiences significant personal and cultural change. Dani is from Oaxaca, Mexico, and her family's ancestry is deeply rooted there.

Understanding Oaxaca's history and culture helps students better understand Dani's identity, values, and the challenges she faces in the play.

Oaxaca was officially established as a Spanish colonial city in 1529 and was originally named

Antequera by order of Hernán Cortés.

Despite Spanish colonization, Oaxaca has remained one of

the most culturally rich and Indigenous-

centered regions in Mexico. It is recognized as one of the

most linguistically diverse areas in the Americas, with 16 officially recognized Indigenous

languages, as well as many regional language variants. Some of the most widely spoken

Indigenous languages include Zapotec, Mixtec, Mazatec, Mixe, Chinantec, Triqui, and Chatino.

This linguistic diversity reflects the strong presence and continuity of Indigenous communities in the region.

Oaxaca is also well known for its traditional cuisine and cultural practices. The region is famous for its seven distinct types of mole, complex sauces made from combinations of chilies, spices, seeds, and sometimes chocolate. Oaxaca is also a major center for artisanal mezcal, a traditional agave-based spirit that has been produced for generations. Food in Oaxaca often plays an important role in family life, celebrations, and cultural identity.

Traditional clothing in Oaxaca further reflects its Indigenous heritage. Garments are typically handwoven, colorful, and region-specific. One of the most iconic traditional garments for women is the huipil, a loose-fitting cotton tunic adorned with intricate embroidery. Designs often feature birds, flowers, and symbols inspired by local flora and fauna. These patterns vary by community and may represent Zapotec, Mixtec, or Chinantec traditions, emphasizing ancestry, nature, and regional identity.

Providing students with this background allows them to better understand Dani's cultural roots and the significance of change, identity, and belonging in *The Lemonade Stand*. This context can support discussions about migration, adaptation, and the importance of cultural heritage.



## Aztec Eagle



- Symbolism: The Aztec eagle symbolizes strength, war, and the sun.
- It signifies triumph and power.
- **Sound:** High pitched, piercing, scream or shriek, designed to mimic eagle cries and war call.

**Historical Background:** The Aztec Eagle is closely associated with the civilization known as the Aztecs, who lived in central Mexico from the 1300s to the early 1500s. Their capital city, Tenochtitlán, was one of the largest and most impressive cities in the world at the time. The eagle was a powerful and sacred symbol in Aztec culture. It represented strength, courage, the sun, military power, and spiritual authority,

## Aztec Eagle Coloring Activity

After learning some facts about the Aztec Eagle from the previous page, discuss the following ideas and then color this page.

- The Aztec Eagle was important to the ancient Aztec people and the Bald Eagle is important to the American people today. Why do you think eagles are good symbols to represent both of these powerful nations?
- How does an eagle represent you? Or how does it not?
- If you could pick a bird to represent your class or school, what might you choose and why?

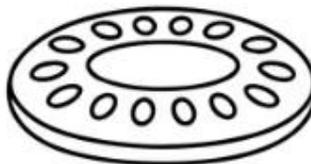
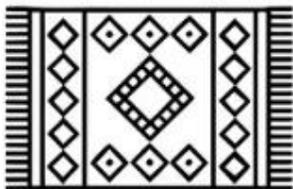
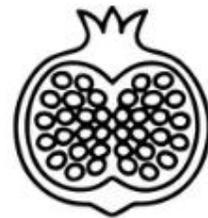


## Armenian Culture

Armenian culture is a resilient, ancient heritage rooted in Christianity (dating to 301 AD) and strong family values. Centered on hospitality, it features rich traditions, including the Vardavar water festival, intricate khachkars (cross-stones), and the haunting melodies of the duduk instrument. Key elements include vibrant music, dance, and a cuisine famous for lavash bread and dolma.

Key Aspects of Armenian Culture:

- **Family & Social Life:** Family is central, with close-knit intergenerational relationships. Hospitality is paramount, treating guests with extreme warmth.
- **Religion & History:** As the first nation to adopt Christianity, churches and monasteries are crucial. Mount Ararat is a national symbol representing heritage and identity.
- **Arts & Music:** Traditional Armenian music often features the duduk (apricot wood wind instrument), along with folk songs and dances like the Kochari. The culture is also known for manuscript illustration, stone carving, and rug weaving.
- **Language:** The unique Armenian alphabet, created in 405 AD, is a pillar of national identity.
- **Cuisine:** Deeply traditional, featuring ingredients like pomegranate and apricot. Key staples include lavash (thin flatbread) and matnakash (leavened bread), alongside dishes like dolma (stuffed grape leaves) and Khorovats (barbecue).





woman in traditional dress playing saz

## **“Lemonade Stand” Lesson Plan**

By: Andre Avila-Villanueva

**BEST FOR 3<sup>RD</sup> - 5<sup>TH</sup>**

### **Content Standards**

**3.TH.Cr3: Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama/theatre work.**

**EQ: How do theatre artists transform and edit their initial ideas?**

### **Key Knowledge:**

- Imagination
- Listening Skills
- Clas Group Discussion

### **Skills:**

- Students will collaborate on creating ideas about different lemonade stands and props that could be seen in the show.

### **Materials:**

- Pencil & Paper
- Active Energy

## **Learning Plan:**

### **Overview:**

After watching “Lemonade Stand” students will design their own lemonade stand with props that fit their groups’ personality.

### **Process:**

After watching the production, have a discussion about the play. What is your favorite scene? Which lemonade stand spoke to you?

Ask your students to write a quick 1-2 sentence about what the first thing they would want on their lemonade stand.

Place the students in groups of 3-4. Give them 8 – 10 minutes to discuss what their lemonade stand design should be and draw it out.

Have the students present their lemonade stands to the class and discuss their findings.

**Reflection:**

Thank the groups for presenting their lemonade stands and have preselected questions to ask.

- What compromises did you have to make?
- What parts of the lemonade stands in the show did you take inspiration from?

**Assessment:**

Discussion about what they learned from the play. Reflect on the lesson in the play as well. A follow up question would be, "Why do you think that..."

## **“Lemonade Stand” Lesson Plan**

*By: Andre Avila-Villanueva*

### **BEST FOR K-2ND**

#### **Content Standards**

**1.TH.Cr1: Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences**

**EQ: What happens when theatre artists use their culture, imaginations, and/or learned theatre skills while engaging in creative exploration and inquiry?**

#### **Key Knowledge:**

- Listening Skills
- Proper Circumstance Visualization
- Classroom Group Discussion

#### **Skills:**

- Students will reenact the process of a lemon seedling's growth

#### **Materials:**

- Active Energy
- Paper
- Color Pencils

### **Learning Plan:**

#### **Overview:**

After watching “Lemonade Stand, students will reenact the process of lemon seedlings to lemonade making.

#### **Process:**

After watching the production, have a quick discussion about lemons!

Specific Highlights: What is a lemon seedling? How is lemonade made?

Group up your class into a circle and go through the steps of how a lemon seedling becomes lemonade.

The Steps:

- Plant the seedling
- Water the seedling
- Seedling grows into a tree
- A lemon forms on the tree branch
- The lemon falls from the branch
- Lemon is squished and squashed
- Lemon is mixed into lemonade

Allow students to ask questions about the process, lemons, etc. Have the students draw their favorite part of the process as a review.

**Reflection:**

Thank your students for participating and have preselected questions to ask.

What was it like being a lemon?

Why do you think lemons were so important for the show?

What was your favorite scene in the show?

**Assessment:**

Discuss what they learned from playing. There are no wrong answers! Reflect on the activity, a follow-up question could be "How did you water your seedling?"