






**USE THIS LESSON TO:** explore storytelling onstage.

 45 minutes

**OBJECTIVES:** Students will...

-  Understand dramatic structure.
-  Explore the process of adaptation.
-  Experiment with writing in character voice.



**PROVIDED MATERIALS:**

-  Video clip from animated film, *The Lion King*, included on the Session 5 webpage (for Pride B)

**ADDITIONAL MATERIALS:**

-  None


**PREPARATION:**

-  Print Challenge Sheet Packets in preparation for Pride Work.
-  Set up a method for playing the video file for Pride B.

**OPENING RITUAL**  5 minutes

As students enter the room, invite them to gather with their Pride and discuss the following prompts:

- Which plot point do you feel is the most important in the story of *The Lion King* and why?
- Is there anything from last session's Pride Journal that you'd like to share?

**VIDEO:**  5 minutes

- Play video: 5 Story.
- As they watch the video, invite students to pay attention to the different elements a playwright considers when writing a story.

**GROUP ACTIVITY:** **Story Circle**  5 minutes

- Gather your students in a sitting circle.
- Tell students their challenge is to create a new story: the time Timon and Pumbaa first met. The catch: each student may only offer one sentence about the story. (Example: Johnny: "Once upon a time, Timon was walking through the jungle." Sarah: "Suddenly, he noticed a large, red rock." etc.)

- Moving around the circle, prompt your class to listen and build on the story when their turn comes.
- Challenge students to complete the story within one rotation of the circle.
- At the end of the rotation, ask the class if the story had a clear beginning, middle, and end. If not, what strategies could have been employed to make the activity more successful?

### **PRIDE WORK:** Story Building ⌚ 20 minutes

- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.
- Divide your students into their Prides and distribute the Challenge Sheet Packets to one student in each Pride. These students are the Pride Leaders for today's session.



#### **Dramatic Structure**

Pride A will explore dramatic structure. Students will be asked to identify the five parts of *The Lion King JR.* As a group, they will create a tableau representing each moment.



#### **Adaptation**

Pride B will explore the process of adaptation. By referencing a clip from the animated film *The Lion King*, students will develop theatrical solutions for bringing the moment to life on stage.



#### **Character Voice**

Pride C will explore character voice. Students will write two original monologues about the presentation of Simba: one from Rafiki's point of view and one from Mufasa's point of view.

**TEACHER TIP:** Keep Pride C's Mufasa monologue for use in Session 6.

### **SHARE:** ⌚ 5 minutes

- Invite each Pride to present its work. Pride A should perform its tableaux, Pride B should present its theatrical solutions, and Pride C should read its monologues.

## REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- What is one thing you learned from another Pride's work today?
- After observing the work of the other Prides, how has your understanding of the story deepened or changed?
- What are some important skills a playwright needs to write a successful story?

Have your Prides affix their work (challenge sheets, artifacts, etc.) to the Pride Wall.

## PRIDE JOURNAL 5:

Invite your students to complete a journal entry in response to these prompts:

- Building off of the story you began working on in Session 4, answer the following questions:
  - What happens in each of the five parts of your play (exposition, rising action, climax, falling action, resolution)?
  - What production challenges might you face? What theatrical solutions would you create to solve those challenges?
  - Write a line of dialogue for two contrasting characters.