







USE THIS LESSON TO: introduce the work of a playwright and explore writing for the stage.

 45 minutes


OBJECTIVES: Students will...

-  Identify how a playwright uses character voice.
-  Experiment with dialogue and stage directions.
-  Work in groups to write an original scene and perform for their peers.




PROVIDED MATERIALS:

-  Character Dialogue Signs
-  Character Note Cards

ADDITIONAL MATERIALS:

-  Tape for hanging dialogue signs

PREPARATION:

-  Print and cut out Character Note Cards.
-  Print and hang Character Dialogue Signs throughout the room.
-  Print Challenge Sheet Packets in preparation for Pride Work.

VIDEO:  7 minutes

- Play video: 6 Language.
- Invite students to pay attention to what languages are used in *The Lion King*, as well as character specific language as they watch the video
- The video will explore the concept of language in a play and introduce the job of a playwright. The video will also encourage students to think about how a playwright writes dialogue for characters and how the story must always keep moving forward.

GROUP ACTIVITY: **Character Voice**  5 minutes

- Distribute a Character Note Card to each student. You will have multiple cards for each character: Timon, Rafiki, Zazu, and Mufasa.
- Instruct your students to keep their cards a secret – no one should know which character another student has received.
- Have the class walk about the space, silently reading the lines of dialogue posted throughout the classroom.
- Tell your students to stand next to the line they think belongs to their character.
- Ask students to share their assigned characters with the group.
- Does everyone have the same character? Have the groups share why they made their choices with one another.

Dialogue Key:

- Zazu: This is way beyond the boundary of the Pridelands. Very dangerous!
- Rafiki: The question is: Who are you?
- Timon: Create a distraction? What does he want me to do – perform a showstopping musical number?!
- Mufasa: A king's time as ruler rises and falls like the sun.

PRIDE WORK: Writing a Scene ⌚ 20 minutes

- Divide your students in their Prides and distribute the Challenge Sheet Packets to one student in each Pride. These students are the Pride Leaders for today's session.
- Prompt the Pride Leaders to read the challenge aloud to their Prides.
- The Challenge Sheet will instruct students to write original scenes. The Prides will explore story structure and character voice. Note: Each Pride will have a different story prompt.

TEACHER TIP: Float between the groups and ensure everyone is participating in this group writing activity. For classroom management, it may be best if the Pride Leader is in charge of writing the ideas on the Challenge Sheet. If students get stuck, encourage them to improvise the scene and then record the dialogue they created.

SHARE: ⌚ 8 minutes

- Invite each Pride to read their original scene to the class. If time allows, encourage the Prides to perform their scenes – those not playing speaking characters should become ensemble characters or parts of the environment.

REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- As audience members, how could you tell which characters were in each scene? As playwrights, how did you write dialogue for specific characters?
- What was the beginning, middle, and end of each scene?
- If you were the playwright of *The Lion King*, would you include these scenes? Why or why not?

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

PRIDE JOURNAL 6:

Invite your students to complete a journal entry in response to this prompt:

- Choose a section of the story you've been working on to write a scene for. Who are the characters in the scene? How would they talk? Write a few lines and be sure you include unique voices for each character in your scene.

