

**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:**

- 🔥 *The Lion King JR.* Synopsis (for Pride A)
- 🔥 Video clip from animated film, *The Lion King*, included on the Experience Materials disc (for Pride B)

**ADDITIONAL MATERIALS:**

- 🔥 None

**PREPARATION:**

- 🔥 Print *The Lion King JR.* Synopsis (one for each student in Pride A).
- 🔥 Set up a method for playing the video file for Pride B.

**OPENING RITUAL:** 🕒 5 minutes

- Gather students in a large standing circle.
- Distribute djembe drums to this session's Pride Leaders.
- Focus the class and ask students to facilitate their physical and vocal warm-ups, followed by the drum circle activity using the established call-and-response format.

**VIDEO:** 🕒 5 minutes

- Play video: 5 Story.
- The video will provide a context for the ritual of storytelling and the function of story in theater. The video will introduce the playwright's role in musical theater and explore the concepts of dramatic structure, adaptation, and writing in character voice.

**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

- Divide your students into their Prides and distribute a Challenge Sheet to this session's Pride Leaders.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.



#### **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 10.

### **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:

- Whose story do we follow in *The Lion King JR.*?
- What are some moments of exposition in *The Lion King JR.*? Does exposition always occur in the beginning of the story? What is the resolution in *The Lion King JR.*?
- How did you create your theatrical solutions for adapting *The Lion King* animated film for the stage? What other theatrical solutions might we encounter in our production of *The Lion King JR.*?
- How does a playwright write character voice to tell a story? What do Timon's lines tell us about his character? Scar's?

### PRIDE JOURNAL 5:

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

- Pick a moment in your life that would make a good play. Then, 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.