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| **Lesson Title:** Adaptation<br><br>**Content Area & Arts Discipline:** *English and Theater Arts* | **BIG IDEA & LEARNING OBJECTIVES**<br><br>**Students will be able to know how to adapt a novel chapter or short story into a script lasting at least five minutes when performed.** |
| **Overview of the lesson:** The student will adapt a novel chapter or short story into a screenplay.<br><br>**Grade Level:** 6, 7, and 8<br><br>**Proposed Time Frame:** *approximately 50 minutes or less*<br><br>**Date Lesson Created:** May 15, 2014<br><br>**Lesson Author:** Marley Maharrey<br><br>**Room Requirements & Arrangement:** *Groups of three or four.*<br><br>**Materials/Equipment:** *Story to Screenplay handout. Lined Paper. Pencil/Pen.* | **PROCEDURES**<br>**The teacher/teaching artist will engage students ("the hook") by** leading a discussion of movies they have seen that were adaptations from books or short stories.<br><br>**The teacher/teaching artist will build knowledge by** reading an excerpt from the novel *Charlotte's Web* and a script version. The students will create a double bubble map to compare and contrast the two pieces of text.<br><br>**The teacher/teaching artist will model the experience by** using the students' suggestions to fill out a double bubble map on the screen.<br><br>**The teacher/teaching artist will guide the practice with the students by** providing a short story for the students to adapt.<br><br>**The students will apply understanding by** transforming the short story into a screenplay on lined paper as a group or individuals.<br><br>**The teacher/teaching artist will create opportunities for reflection (Closing) by:** Having the groups perform the script written.<br><br>**The teacher/teaching artist will assess the students' learning by:** having the other students not in the group performing fill out a review of the performance's accuracy to the original text. |
| **Resources:** *Double bubble map.*<br><br>**Vocabulary:** *Character, conflict, dialogue, plot, setting, and theme* | **STANDARDS & PRINCIPLES**<br><br>**State Content Standards:**<br>**RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br>**RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.<br>**RL.7.3** Analyze how particular elements of a story or drama<br>**RL.7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.<br>**W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| | **Arts Standards:**<br><br>**1. Know and understand the creation of improvisations and scripted scenes based on personal experience, heritage, imagination, literature, and history.**<br>a. Recognize the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script of theatrical experience.<br>b. Demonstrate an understanding of text, subtext, and context.<br>c. Demonstrate how improvised scenes are used to tell stories and create characters based on history, culture, literature, and everyday situations.<br>d. Apply logical sequencing of events.<br>**2. Develop basic acting skills required to interact in improvised or scripted scenes.**<br>a. Develop vocal, movement, and pantomime skills (external) to express the inner (internal) life of the character through improvisation and the rehearsal.<br>b. Understand the role conflict and emotions in dramatic situations.<br><br>**Principles of Universal Design for Learning**<br>**Principle I. Provide Multiple Means of Representation:** Guideline 3: Provide options for comprehension<br>**Principle II. Provide Multiple Means of Action and Expression:** Guideline 5: Provide options for expression and communication<br>**Principle III. Provide Multiple Means of Engagement**: Guideline 7: Provide options for recruiting interest |
| | <div align="center">**APPENDIX**</div><br>**Extended Learning Activities:** The students can film their performances of the scripts.<br><br>**TIPS/FAQs:** This lesson will take longer depending on the story length and script length assigned. The lesson can also be used for different chapters of a novel. Then the performances can go in order to tell the story.<br><br>**References:**<br>**Double Bubble Map:**<br>HTTP://CMAP.MPLS.K12.MN.US/RID=1181847144531_1258326216<br>_855/Double%20bubble%20map%20template--<br>colors%20and%20instructions.cmap<br><br>**Charlotte's Web Script** *(I added added stage directions.)*<br>http://www.murrieta.k12.ca.us/cms/lib5/CA01000508/Centricity/Domain/688/Core%20Lit/CharlottesWebScript2011.pdf |