



Tapping Into the Story*

Lesson Overview:

Through an interactive group reading of lines from the play, the students will develop a critical lens through which they can build a deeper understanding of the plot and themes in the play.

Grade Level(s)	5-12
Subject Area(s)	English, Language, Drama
Curriculum Expectations & Learning Outcomes	By the end of the lesson students will be able to: <ul style="list-style-type: none">• Use the most appropriate words, phrases and a variety of stylistic devices to communicate their meaning in a compelling way and to engage the audience;• Identify ways in which dramatic exploration contributes to their understanding of the play;• Make judgments and draw conclusions about the ideas and information in the text and cite stated or implied evidence from the text to support their views.
Skills	Critical thinking, teamwork, self-awareness, creative and skills
Time Needed	1 class period
Space	Desks in groups, then open spaces for activity
Materials	Handouts: Lines from the Play; Music

The Activity:

- Handout lines from the play (you may choose to use a speech or a section of a scene).
- Discuss any words or phrases the students may not be familiar with.
- Have the students get up on their feet and begin reading the lines they have been given as they walk around the room. When they get to the end of their lines they are to read the text from the beginning again and keep repeating until the teacher stops them.
- Encourage them to listen to other people reading as they wander through the room. (You might want to stagger the readings so that only half the class is reading at the same time.) Start people off by touching them on the shoulder.
- Feel free to softly underscore the readings with appropriate music.

Possible suggestions:

"Time" from Inception by Hans Zimmer

"Chevaliers de Sangreal" from The Da Vinci Code by Hans Zimmer

"Arrival of the Birds" from The Theory of Everything by Jóhann Jóhannsson

"Lamentate" by Arvo Pärt

"Neptune" from The Planets Suite by Gustav Holst

**“City of Glass” or “Light and Darkness” from The Tree of Life by Alexandre Desplat
“Island” from Glassworks by Philip Glass**

- On an agreed signal, have everyone stop reading and stand quietly.
- Ask the students to find a line, phrase, or word in the text that they find powerful.
- Tell them that when you touch them on the shoulder you want them to say their line, phrase, or word out loud.
- Create a new reading by hearing these favourite words, lines, or phrases spoken by different voices in different ways.
- Ask volunteers to explain why they chose the line or word that they did.
- Questions:
 - ☐ How did the new readings of the chosen words and phrases sound?
 - ☐ Did anyone understand something differently because of the way that the lines were jumbled up?

Extension

❖ Have the students write a ½ to 1-page response to the following question;

- ◇ What words or phrases stood out for you?
- ◇ What did you discover about the play?

**Adapted from activities by Kathleen Gould Lundy.*