

Facilitation Guide



Medieval Times Acting

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Activity Summary:

Students create a script to perform a skit. The skit should include: sensory language details, descriptive details, dialogue, character POV, and clear setting in Middle Ages.

Why the Arts:

Students have an alternate way to practice the skills necessary for the End of Module task. Students will be able to practice ways to “explode” a moment in narratives in a low stakes way. This activity will give students a chance to work with narratives from different POVs. Students will also have a chance to practice narrative writing, setting them up for success on the EOM task. Teaching this through the arts by writing and performing skits can increase confidence and self esteem, improve communication skills, and enhance creativity and imagination, emotional intelligence, social skills, and cultural awareness. It can also be an emotional outlet for students.

Assessment:

Formative: The teacher is walking around as students are developing their script in order to check for understanding. The teacher should be reading students scripts as they are creating them in order to ensure that students have the narrative techniques necessary to “explode” a moment.

Summative: Students perform their skit in front of their peers. The teacher is watching and listening to skits in order to identify sensory language, descriptive details and dialogue. Students are recording examples of these skills as they are watching peers’ skits. Each skit should include 2 examples of sensory language details, 2 descriptive details, and dialogue that works to tell a story, 5 lines per character.

Lesson Connections:

7th Grade, Module 1

Castle Diary: **Lesson 6**

The Midwife’s Apprentice: **Lesson 30**

Recommended Student Materials:

[Script Graphic Organizer](#)

Connection to Module Goals/EOM Task:

This task will help students succeed in the end of the module because it provides students with the opportunity to practice relevant and necessary skills. Students will have to incorporate dialogue, sensory language, and descriptive details into scripts. Students are practicing storytelling and narrating as they are acting out their skit. Students will have hands-on experience with narrating stories from different POVs in order to prepare students for their EOM narrative writing task.

Accessibility Notes:

- Script Template provided in slides and as a graphic organizer
- Narrative Structure vs Script Structure discussed in slides

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[Google Slides](#)



Standards Alignment:

ELA:

W.7.3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3.d – Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RL.7.3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RI.7.6 – Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Student Prerequisites:

- Sensory Language
- Descriptive Language
- Character POV
- Medieval Times Social Order

Brain Targeted Teaching Considerations:

BT1 – Emotional Climate:

Encourage students to open themselves to take risks and fully take on the point of view of the character.

OPTIONAL: Teachers act out a character from one of the module texts to break the ice. (Be silly and take risks so students will do the same!)

Remind Students:

- This is a safe and creative space
- The audience is silent while classmates are performing
- To project their voice when performing
- We do not criticize acting or make fun of anyone during this exercise
- We support and clap for every performer

Arts:

TH:Cr1.1.7.A – Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work.

TH:Cr3.1.7.A – Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.

TH:Pr6.1.7.A – Participate in rehearsals for a drama/theatre work that will be shared with an audience.

TH:Cn10.1.7.A – Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

Teacher Background:

- Medieval Times Social Order
- Teachers should prepare to circulate and check for understanding during creative processes.
- Teachers should be able to identify sensory and descriptive details while watching skits.

BT2 – Physical Environment:

Choose a place in the classroom to call your stage.

OPTIONAL: Turn chairs to the front so all students are facing your “stage”.

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Steps for Implementation:

1. Review

Teachers review the difference between the structure of a story vs a script for skits.

OPTIONAL: Refer to slideshow for visual comparison

2. Introduction

Teacher reminds students of expectations while students are performing – skits should reflect events from lessons 6 or 30 **(T7 BT1)**

Teacher divides students into groups of 2. (2 characters per skit) **(BT2)**

3. Script Writing

Students work together to create their scripts. Scripts should include 2 examples of sensory language, 2 descriptive details, and dialogue that works to tell a story.

Refer to slideshow for script template **(BT5)**

4. Skit Rehearsal

Give students 10–15 minutes to practice their skit.

5. Skit Performance

Students perform their skits. All characters should have at least 5 lines per skit.

6. Discussion & Closing

Give students 2 minutes to turn and talk about the narrative techniques they noticed in each skit. **(T5)**

Teacher leads a short discussion after each skit for students to discuss examples of sensory language, descriptive details, and dialogue.

Students circulate the classroom to discuss their findings from each skit with surrounding groups.