



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 4

Grant funded by:



Lesson 10: Performance Task

Focus Standard(s): RL.4.2, RL.4.3, W.4.3

Additional Standard(s): SL.4.5

Estimated Time: 8-12 days

Text(s): *Mississippi Bridge* by Mildred Thomas

Resources and Materials:

- Access to laptops or computer lab for multiple days
- Chart paper
- Collaboration with the school librarian (optional but highly suggested)
- Online or physical timer
- Sticky notes
- Theatre of the Mind: Writing and Producing Radio Dramas in the Classroom by Don Kisner (optional)
- Handout 10.1: Vocabulary of Script Writing
- Handout 10.2: Performance/Culminating Task Rubric
- Handout 10.3: The Animal Trainer
- Handout 10.4: Script Planning Sheet
- Access to [Newsela](#) and/or Mississippi State's [Magnolia Database](#)

Lesson Target(s):

- Students can write a well-developed narrative movie script which includes/incorporates the following components:
 - Well-developed sections that include appropriate character, setting, or event descriptions.
 - Key details (e.g., characters' responses to events; setting; descriptions of characters' appearances, actions, and/or thoughts) that contribute to the development of a theme (based on the provided topic).
 - An introduction that helps the reader understand the narrator (if included), characters, and the event/problem that sets the story in motion.
 - Relevant information about historical events/time periods from reliable sources into the setting and other plot details.

- Stage directions to cue actions of actors, provide more information, and help organize the sequence of events.
- Specific words or phrases and sensory details to describe the characters’ experiences and the events of the story.
- A logical conclusion that involves the resolution of the problem and contributes to the development of the theme.

Guiding Questions:

- How do authors write a well-developed narrative movie script which includes/incorporates the following components:
 - Well-developed sections that include appropriate character, setting, or event descriptions.
 - Key details (e.g., characters’ responses to events; setting; descriptions of characters’ appearances, actions, and/or thoughts) that contribute to the development of a theme (based on the provided topic).
 - An introduction that helps the reader understand the narrator, characters, and the event/problem that sets the story in motion.
 - Relevant information about historical events/time periods from reliable sources into the setting and other plot details.
 - Stage directions to cue actions of actors, provide more information, and help organize the sequence of events.
 - Specific words or phrases and sensory details to describe the characters’ experiences and the events of the story.
 - A logical conclusion that involves the resolution of the problem and contributes to the development of the theme.

Vocabulary

Academic Vocabulary:

- Act
- Actors
- Dialogue
- Narrator
- Scene
- Script
- Stage Directions

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Create pictures/symbols to represent words
- Write/discuss using the words
- Act out the words or attach movements to the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level.
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Anticipatory Set/Introduction to the Lesson: Optional: Divide students into small groups.</p> <p>Provide each student or every small group of students with the first sheet of Handout 10.1: Vocabulary of Script Writing and a set of the cutouts of the second page.</p> <p>Note: Cut each strip individually before class. Provide one set to each student (or each group, if students will complete activity as a group).</p> <ul style="list-style-type: none"> ✓ Each student or small group of students place the definitions (the cutouts of the second page) with the correct word on the first page. <p>Review the answers with students. The following order represents the correct answers to Handout 10.1.</p> <ul style="list-style-type: none"> • Script: the written text of a play or broadcast. • Act: one of the main divisions of a drama (movie or play); one section of a drama. • Scene: where and when the action takes place; the surrounding environmental details where the current action in the play takes place. • Actors: the people who are the characters in the drama (movie or play). • Narrator: a character who tells part of the story line, but does not act in the drama (movie or play). • Dialogue: when characters are speaking. • Stage Directions: a description of what needs to be acted or directions for the crew. 	

Understanding Lesson Purpose and Student Outcomes:

- ✓ Students review the following “I Can Statement” for this lesson, being sure to underline the parts of the statements that seem easy and circle the parts that seem difficult:
 - I can write a well-developed narrative movie script which includes/incorporates the following components:
 - Well-developed sections that include appropriate character, setting, or event descriptions.
 - Key details (e.g., characters’ responses to events; setting; descriptions of characters’ appearances, actions, and/or thoughts) that contribute to the development of a theme (based on the provided topic).
 - An introduction that helps the reader understand the narrator, characters, and the event/problem that sets the story in motion.
 - Relevant information about historical events/time periods from reliable sources into the setting and other plot details.
 - Stage directions to cue actions of actors, provide more information, and help organize the sequence of events.
 - Specific words or phrases and sensory details to describe the characters’ experiences and the events of the story.
 - A logical conclusion that involves the resolution of the problem and contributes to the development of the theme.

Activity 1: Understanding the Performance/Culminating Task Directions

T: The Sundance Film Festival, a program of the Sundance Institute, is an American film festival that takes place annually in Park City, Utah. With 46,660 attendees in 2016, it is the largest independent film festival in the United States. The festival is a showcase for new work from American and international independent filmmakers. The festival comprises competitive sections for dramatic and documentary films, both feature films and short films.

Like Sundance, we will have our own film festival for our classroom/school. Though Sundance accepts both feature and short films, you will have the opportunity to create only a short film.

Have students read the following portion of the task and place a question mark (?) beside information they do not understand/need more information about and an exclamation mark (!) beside information that they understand:

Note: Students could do the same activity with two different highlighters instead of using question and exclamation marks.

You will research a historical event/time period during which social pressure to conform in a negative way would/could have been present and incorporate that information into the setting and additional plot details of the short film narrative script. Be sure to include key details that develop a theme based on the topic of social pressure to conform in a negative way. Students

will use what they have learned about theme development in *Mississippi Bridge* and what they have learned from other informational articles they choose to write a narrative movie script about a situation in which someone felt social pressure to conform in a negative way.

- ✓ Students Think-Ink-Share a 1-2 sentence summary of this information. Allow students time to ask questions and clarify their summaries.
- ✓ Students read the following portion of the task and place a question mark (?) beside information they do not understand/need more information about and an exclamation mark (!) beside information that they understand:
After every student writes a script, students will form a group of 2-4 students and decide which narrative script would translate best into a film. Together they will direct and record a short film based on the narrative script. Students will reveal their final products at the <Name of Teacher or School> Film Festival on <date of film festival> from <time> to <time>.
- ✓ Students Think-Ink-Share add 1 sentence summary of this information to the previous summary. Allow students time to ask questions and clarify their summaries.

Optional: Students sign below their revised summaries saying they understand the directions of their performance task.

Activity 2: Understand the Performance Task Rubric

Distribute one copy of **Handout 10.2: Performance Task Rubric** to each student.

- ✓ Students read each component one at a time and place a question mark (?) beside information they do not understand/need more information about and an exclamation mark (!) beside information that they understand.

Note: An example of the final product would be ideal so that students can use the rubric to evaluate the provided example. Consider creating a script based on the plot of *Mississippi Bridge* so that students have an opportunity to see what the elements of Score Point 4 look like in an actual product. Also, consider recording the script version of the play (perhaps with a fellow group of teachers) so that students may also see how the script translates into film.

- ✓ Students work with a partner or a small group to develop a checklist of items to remember to include/attend to in their final draft of their script. Be sure students focus only on the Score Point 4 section.
- ✓ Students post their checklists (as they are or written on chart paper) on tables or on the wall to complete a carousel feedback activity.

Before students complete the carousel feedback activity, provide examples and non-examples of how to provide feedback in this activity. Modify this [Grow and Glow](#) resource to help provide directions and examples to students. Provide students with sticky notes.

Note: Color-coding sticky notes is an easy way to monitor which group provided what feedback.

Direct students to take their sticky notes and stand in front of/beside their own checklist. Explain to students that they will rotate clockwise around the room (unless another direction or order is more suitable for your classroom), but only when the timer rings. Students are to provide one glow and one grow for each checklist on a sticky note and place those sticky notes on the back of the checklist so that other groups do not see the feedback. Have students rotate clockwise each time the timer rings until they are back at their own checklist.

- ✓ Students check their feedback and apply appropriate changes to their checklists.

Activity 3: Exploring Script Writing

Note: Parts of Activities 3-7 were inspired by lessons created by [Teacherlinked.usu.edu](https://www.teacherlinked.usu.edu).

Distribute **Handout 10.3: The Animal Trainer**.

Guide class discussion about how a drama's (movie or play) script appearance is different from a narrative story's appearance. Explain that a script is how we write when we want our story to be performed for others to enjoy, and we write it a specific way to make it easier to be performed.

Review the important features to remember about a script:

- Characters (to be played by actors) are listed at the beginning.
 - The setting is explained beforehand.
 - Dialogue is not in quotations.
 - Stage directions are characters' actions and other information that is not dialogue, and they are written in italics or in parentheses.
 - The narrator describes what is going on, but he/she performs no actions.
- ✓ Students Think-Label-Share to review the script on **Handout 10.3** and label each of the important features in the script.
 - ✓ Observe labels and partner conversations to ensure students understand the important features of a script.

Tell students that they will read through the play while keeping these questions in mind:

- How do the stage directions help actors?
- What else about the format makes it easier for anyone involved in acting out and recording the movie?

Place students in groups of 3-4. Students read through and act out the script in an informal manner. Encourage students to perform their parts with voice and actions.

Note: In groups of 3, one of the students would read a character's part and the stage directions, or all would jointly read the stage directions. In groups of 4, the fourth student could read the stage directions.

Students share out their answers to two questions.

- ✓ Check to see that students have made the following observations: The script makes it easy to know when it is a character's turn to talk; The actors bring to life stage directions; Hearing/Seeing it performed may change the way we imagined it in our heads when reading it.

Activity 4: Experimenting with Script Writing

Note: Before class, choose short sections of *Mississippi Bridge* that contain both dialogue and narration for both you (as a model) and students to turn into script writing.

Note: This activity could occur throughout the unit versus at the end, if your students would benefit more from it. If so, this activity would involve students having discussions about what they remember about completing this activity in other lessons.

Display parts of section of *Mississippi Bridge* for you to model for students how to turn into script writing. Provide a think-aloud while modeling. Be sure to point out that as you begin transforming the story into a script, all a script needs is the actions and the dialogue, and so some things might be left out.

Provide students with a copy or display the short section of *Mississippi Bridge* chosen before class. Explain to students that they will to turn the dialogue and narration of this narrative book into a narrative movie script.

- ✓ Review the academic vocabulary terms, having students identify the features of a script, and reteach if necessary. Be sure to point out that as they begin transforming the story into a script, they should remember that all a script needs is the actions and the dialogue, so some things might be left out.

For students who are EL, have disabilities, or perform/read well below the grade-level:

- Provide students with the name and definition of each feature.
- Provide students with section of the text that is less complex (not necessarily shorter) and easy to navigate.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Provide students with a section of the text that is more complex (not necessarily longer) and more difficult to navigate.

Activity 5: Researching

T: You will begin writing scripts for their movie. Just like in a story, a script needs to be planned. Part of that planning involves research. Many movies incorporate information for historical events/time periods into their setting and plot details. Remind students that the author included historical information about the social injustices and societal pressures of the time in *Mississippi Bridge*. Guide students through these questions:

1. What was the conflict during this time period?
2. Who were the different groups of people who disagreed with each other?
3. Who experienced social pressures from the group to conform?
4. How was this information incorporated in the setting?
5. How was this information incorporated in other details of the narrative?
6. What is the theme of the text?
7. What were the main events and actions in the story?
8. What details contributed to the development of that theme?

Note: Consider providing one or more well-known (preferably current), appropriate-for-children examples of movies that incorporates historical information into the setting and other plot details (e.g., *Remember the Titans*). Be sure to cite specific examples from the movie(s) discussed.

Using an overhead or document camera, display **Handout 10.4: Script Planning Sheet**. Show students where they will record their research information that they collect for their narrative movie scripts. Explain that is similar to the questions they just answered about *Mississippi Bridge* (and possibly the movie example). Record the answers on an anchor chart to display as a model.

Provide students with a list of topics of times in history, such as specific events that happened during the Civil Rights Movement (e.g., [James Meredith](#) being blocked from entering the University of Mississippi), specific events that happened during the Women's Rights Movement (e.g., radio speeches from leaders of the movement), specific events that happened during the Vietnam War (e.g., sit-ins and protests), or recent events, during which social injustice occurred and pressures to conform socially were likely to have occurred.

In the library (in collaboration with the librarian), in a computer lab, or with laptops in your classroom, provide a lesson on how to locate information using searches in databases, such as [Newsela](#) or Mississippi State's [Magnolia Database](#).

Note: Both provide Lexile Levels. Ask your librarian for assistance on accessing databases like Magnolia.

Note: Alternatively, students could choose topics before time to collect information and you could provide articles that you located ahead of time for students. Show students how you searched for and collected the sources.

Once students have their articles, then they complete **Handout 10.4**. Reiterate the previous examples provided and remind students of the anchor chart. If students struggle, help them by inserting the specific names of groups and people into the questions on **Handout 10.4**. See this example scenario dialogue for a student who chose James Meredith to research:

1. What was the conflict with James Meredith and the people at the University of Mississippi?
2. Who were the different groups of people who disagreed with each other concerning James Meredith's conflict?
3. Who was present the day Meredith tried to enter the university? (people in the crowd) Which one of those individuals could have experienced social pressures from the group to conform? Could you use this person as a character? How could you tell a story about this person?
4. How could you incorporate information about James Meredith in the setting of your story? How could your setting be similar to information from his biography?
5. How could this information about James Meredith be incorporated in other details of your story?
6. What could the theme of your story be? What message could you send by telling this story of someone who experienced social pressure in the James Meredith event? How similar could it be to *Mississippi Bridge*?

7. What would be the main events and actions in the story involving details about the James Meredith event?
8. What details will contribute to the development of that theme? What information about the James Meredith event will be helpful in contributing to the theme?

For students who are EL, have disabilities, or perform/read well below the grade-level:

- Have students storyboard their script before they begin writing.
- Provide students with a basic script outline.
- Guide students through a discussion about how they can retell *Mississippi Bridge* with a different setting, different character names, and different details to match the time period, but similar events and character responses.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Encourage students to explore concepts such as dialect, mood, monologue, and character foils. Help them to develop these in their own narrative movie script.
- Have students identify additional themes that the character responses to certain events in their story may reveal to readers.

- ✓ Check for understanding. Provide ongoing feedback as students they plan their stories.

Activity 7: Writing Scripts

- ✓ For the next days, use a writer's workshop format, beginning with a mini-lesson (10-15 minutes), then students take the information they researched and start writing their narrative script.

Several mini-lessons are listed below. Choose the ones that most appropriately meet your students' needs. As students work individually, be sure to conference with each student to assess their understanding of the form of script writing and their writing skills in general.

Peers may also conference with each other to get additional support. Some questions that might be used to help guide the peer conferences are:

1. Is the script well-organized with a clear beginning, middle, and end for the story?
2. Is the scene clearly stated, listing where, when, and other important bits of information the actors needs to understand?
3. Are stage directions clear and brief?
4. Does the dialogue help move the story forward? Or can it be disregarded?

Mini-Lesson: Setting a Scene-Mood

Explain that mood is how you feel when you read or perform a piece. Setting the right scene is critical so that the actors will know how to perform your piece. Hold up several picture books.

- ✓ Students describe the feelings that specific pictures give them, such as happy, angry, scary, or fun.
- ✓ Students start to brainstorm what they could add to their own pieces to help develop the mood of their individual pieces.

Encourage them to add these details to their scripts today.

Mini-lesson: Present Tense

Explain that scripts are written in present tense because they are happening 'right now,' in the instant that they are being performed. Using some common verbs, such as run, jump, yell, or walk, show the students the past, present and future tense. Then, provide a couple of verbs, such as bought, whisper, or throw, and have the students tell you the present-tense.

Together, change lines from either a story you've written, or the sample ones below, into present-tense in script form.

Encourage students to revise their writing to use present tense as they work on their pieces for the day. For example:

(Bobby opens the window.)

FRED: (yelling) You get out of here!

(The tree falls down. Crashing noises.)

GWEN: I hoped you would come to my party!

Mini-Lesson: Sound Effects and Special Effects

Review what stage directions are. Explain that one type of action that we want to add to our scripts are sound effects and special effects. These let the actors 'see' what is going on around them as they read the script.

- ✓ Students think about the setting for their stories. What sounds might be important to add? What special effects would help tell the story better?

Encourage students to add these to their pieces as they work today.

Mini-Lesson: Narrators

Emphasize how important it is that descriptions included in the stage directions can translate easily into actions and dialogue, as movies often do not have narrators. Explain that narrators in movies are an option, but they are used usually for specific reasons, like the narrator in *The Sandlot*.

Review that narrators speak but don't act. Explain that they serve two important roles: they help move the story forward by bridging the gaps between scenes and acts, and they help the audience know what is going on. Not every script needs a narrator, but many scripts use them today, even in the movies.

Model an example of this by showing a movie or commercial clip with a voice-over, perhaps from *The Sandlot*. Discuss how having the narrator helped the story to get started and go faster than if every part was acted out or spoken by different individuals.

Activity 8: Individualized Conventions of Standard English Revision Mini-Lesson

View students' written products. Determine specific areas of need for errors in Standard English or general improvements to grammar. Provide feedback on the most pressing area of need, and give students with the opportunity (perhaps through videos on the internet) to view a tutorial to help them understand the concepts and skills they lack. Tell students that if the tutorial is not helping, they will need to ask for assistance.

- ✓ Check to see if students have demonstrated command of the specific Standard English grammar, capitalization, punctuation, or spelling skills and concepts they focused on during their revisions.

Activity 9: Recording the Film

- ✓ Students form a group of 2-4 students and decide which narrative script would translate best into a film. Together they direct and record a short film based on the narrative script.

Note: Allow ample time in class for students to plan, create, and practice their presentations.

Activity 9: Film Festival

- ✓ Students present their short film at the <Teacher or School Name> Film Festival.

Reflection and Closing:

- ✓ Students write a letter to their parents or to a student who will experience this culminating task next year and explain what they learned and how these skills can help them in real life. They should also include their favorite parts of the culminating task.

Homework

- ✓ If students are interested, then they finish *Mississippi Bridge* independently and reflect on what other themes the author sends with the remaining actions.

Handout 10.1: Vocabulary of Script Writing

Vocabulary	Directions: Place definitions in the correct spaces below.
Script	
Act	
Scene	
Actors	
Narrator	
Dialogue	
Stage Directions	

Teacher Directions: Cut out each strip individually before class. Provide one set to each student (or each group, if students will complete activity as a group).

where and when the action takes place; the surrounding environmental details where the current action in the play takes place

the written text of a play or broadcast

the people who are the characters in the drama (movie or play)

a description of what needs to be acted or directions for the crew

one of the main divisions of a drama (movie or play); one section of a drama

when characters are speaking

a character who tells part of the story line, but does not act in the drama (movie or play)

Handout 10.2: Performance/Culminating Task Rubric

		1	2	3	4
Communication	Conventions	The writing sometimes uses conventions and sentence structure appropriate for the grade level, purpose, and audience. The writing may often contain errors/inconsistencies in grammar, usage, mechanics (punctuation, capitalization, and spelling) that often interfere with meaning.	The writing mostly uses conventions and sentence structure appropriate for the grade level, purpose, and audience. The writing may sometimes contain a many errors/inconsistencies in grammar, usage, mechanics (punctuation, capitalization, And spelling) that sometimes interfere with meaning.	The writing uses a variety of conventions and sentence structure appropriate for the grade level, purpose, and audience. The writing may contain a few minor errors/inconsistencies in grammar, usage, mechanics (punctuation, capitalization, And spelling) but they do not interfere with meaning.	The writing uses a wide variety of conventions and sentence structure appropriate for the grade level, purpose, and audience and for stylistic effect. The writing may contain a few minor errors/inconsistencies in grammar, usage, mechanics (punctuation, capitalization, and spelling) but they do not interfere with meaning.
	Organization	Ideas and scenes seem to be randomly arranged. The connections between events or scenes are often not clear and/or appropriate or often missing.	The plot is a somewhat difficult to follow. The connections between events or scenes are sometimes not clear and/or appropriate or sometimes missing.	The plot is mostly well organized. One idea or scene may seem out of place. Clear and appropriate connections between events or scenes are used.	The story is very well organized. One idea or scene follows another in a logical sequence with clear and appropriate connections between events or scenes.
	Stage Directions	The stage directions and script format are rarely clear, plentiful, and thorough.	The stage directions and script format are somewhat clear, plentiful, and thorough.	The stage directions and script format are often clear, plentiful, and thorough.	The stage directions and script format are always clear, plentiful, and thorough.

Integrating Research	Information	The story integrates little related details and/or descriptions from one or more sources that hardly (if at all) contribute to the plot and theme development.	The story integrates some related details and/or descriptions from one or more sources that somewhat contribute to the plot and theme development.	The story integrates related details and/or descriptions from one or more sources that clearly contribute to the plot and theme development.	The story integrates many related details and/or descriptions from one or more sources that clearly and creatively contribute to the plot and theme development.
	Understanding of RL.4.2 and RL.4.3	Theme Development	One example of a type of detail that clearly and creatively contributes to the theme development can be identified in the story. OR Many examples of types of details often do not contribute to the theme development in the story.	Two examples of types of details that clearly and creatively contribute to the theme development can be identified in the story. OR Some examples of types of details sometimes do not contribute to the theme development in the story.	Three examples of types of details that clearly and creatively contribute to the theme development can be identified in the story.
		Character Development	Dialogue and stage directions (character's actions) hardly develop character's personalities, is inconsistent with initial or intended characterization, and/or hardly contributes to plot and theme development.	Dialogue and stage directions (character's actions) somewhat develops character's personalities, remains somewhat consistent with characterization, and somewhat contributes to plot and theme development.	Dialogue and stage directions (character's actions) mostly develops character's personalities, remains mostly consistent with characterization, and clearly contributes to plot and theme development.

Handout 10.3: The Animal Trainer

Characters:

- Ring Leader
- Trainer
- Lion

(An audience sits in a colorful circus tent filled with smells of animals and popcorn. It is hot and humid, but the atmosphere is full of excitement. Children are chattering and laughing in anticipation of the next event; the lion show.)

Ring Leader: Ladies and Gentlemen! Welcome to our world-renowned lion training act. May I direct your attention to the center ring here under our circus big-top.

Trainer: And now, ladies and gentlemen, I shall do my famous lion act! OK, Joe, open the cage door.

(Joe, the circus animal handler opens a cage door at the edge of the ring and out leaps a full grown lion.)

Lion: (Leaping out of the cage) Just watch and see how well I have this trainer trained!

Trainer: OK, Leo, up on your stand!

Lion: (To audience) Now watch me make him crack his whip. (Sit with hands on chair seat)

Trainer: (Cracks whip) All the way up, Leo... All the way up.

Lion: Now watch him bow to everyone. (Get up on seat of chair with feet.)

Trainer: (Bowing to audience) Thank you. Thank you. And now for my next trick. [Cracks whip again.]

Lion: (To audience while getting off chair) Want to see him turn in circles? Keep your eyes open!

(The trainer takes the chair and holds it between himself and the lion while cracking his whip. He turns in a small circle and Leo walks in a wide circle around the ring.)

Trainer: That's it, Leo, around the cage. There you go! (Keeps Leo at the end of the whip, turning around with him.)

Lion: (To audience) You haven't seen anything yet! Now I'll have him put his head in my mouth.

Trainer: And now, ladies and gentlemen, I shall do my greatest act. Leo will open his mouth, and I shall very bravely put my head inside.

(Leo opens his mouth wide and the trainer turns his head sideways and places it between the lion's teeth. Then he quickly removes it again.)

Lion: Well, enough of this. I'm ready for my dinner.

Trainer: Thank you, ladies and gentlemen. Thank you. [Bowing all around] Open the door, Joe, and give Leo a good meal tonight. In you go, Leo. In you go. Good job.

Lion: (Turns head back to audience as he climbs back into the cage) I sure have that trainer well trained, don't I?

Adapted from: [Script Writing Grades 4-6](#)

Handout 10.3 The Dentist

Characters:

- Dentist
- Patient (Adjust the use of Mr. or Mrs. throughout the play, if desired.)

Props: teeth and bottle of glue

The patient sits in the dentist chair, leaned back, when the dentist walks in...

PATIENT: (spiritlessly) GOOD MORNING, DOCTOR.

DENTIST: (distracted) OH, GOOD MORNING, MR. SMITH.

PATIENT: BUT I'M NOT...

DENTIST: HAVE A SEAT, HAVE A SEAT... NOW LET'S SEE... (Looks at patient's folder, then in patient's mouth)
WE'LL PULL ALL OF THESE.

PATIENT: BUT DOCTOR...

DENTIST: AH, YES. WE'LL START HERE. (begins pulling teeth and patient kicks and turns and sputters)

PATIENT: (gurgling and yelping)

DENTIST: QUITE A BEAUTIFUL JOB, IF I DO SAY SO MYSELF.

PATIENT: (in an exasperated but angry voice) BUT I DIDN'T COME HERE TO GET MY TEETH PULLED!

DENTIST: YOU DIDN'T? AREN'T YOU MR. SMITH?

PATIENT: (still in an exasperated and angry voice) NO! I'M MR. JONES!

DENTIST: UH, OH. WELL, AH, HERE ARE YOUR TEETH BACK. (hands back teeth) SEE IF THIS WILL HELP.
(hands patient a bottle of glue.)

PATIENT: (patient looks befuddled then mad, and chases dentist off stage)

Handout 10.4: Script Planning Sheet

1. What was the conflict during this time period?
2. Who were the different groups of people who disagreed with each other?
3. Who could have experienced social pressure from the group to conform?
4. How will this information be incorporated in your setting?
5. How will this information be incorporated in other details of the narrative?
6. What will be a theme of your movie?
7. What will be the main events and actions in the story? Create a timeline or story arc to represent your idea?
8. What details will contribute to the development of that them?

For training or questions regarding this unit,
please contact:

exemplarunit@mdek12.org