

THE COTERIE

no small characters.

PLOT AND STORY ELEMENTS LESSON PLAN

Created for use in your classroom after seeing
The Lightning Thief: The Percy Jackson Musical

Developed by Amanda Kibler, Education Director

Reading Standards:

Kansas Standard RL.2: Determine the theme of a story, drama, or poem from details in the text.

Missouri Standard RL.1.A: Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student Objectives:

Students will be able to

1. Analyze different elements of the setting and plot of a story
2. Defend their ideas with examples from the text
3. Collaborate to create key moments from the play.

Assessments:

- Individual Reflection
- Group Tableaus

Find the Right Level for Your Class:

- **Level 1:** Describe how a plot unfolds and how characters respond or change as the plot moves toward a resolution.
- **Level 2:** Analyze how particular elements in a drama interact (e.g., how setting shapes the characters or plot).
- **Level 3:** Analyze how particular lines of dialogue or incidents propel the action, reveal aspects of a character, or provoke a decision.

Lesson:

Introduction

- *Collaborative Story Maps (10-15 minutes)*: In small groups, students discuss the storyline of *The Lightning Thief: The Percy Jackson Musical*. Who are the characters? How did the story develop? Then ask the groups to visually map out the progression of the story on a large piece of paper.
 - *Teacher note: This is a brainstorming activity. Their visual representation can be pictures, words, or a combination. Urge the groups to find creative ways to show the progression of the story.*

- Choose a “Story Maps” level for your class:
 - **Level 1:** exposition, rising action, climax, falling action, and resolution, and the characters growth/change as the plot moved toward a resolution
 - **Level 2:** the interaction of setting, character, and plot and how each element affected the others
 - **Level 3:** lines of dialogue and incidents that propelled the action of the story and revealed a character’s traits
- Story Map Discussion (5-10 minutes): Remaining in their groups, ask each group to share their story maps with the entire class.
 - What differences did you find in other groups’ maps as compared to your own?
 - What similarities did you find?
 - What points are recurring in multiple maps?
 - Where did you have a different perspective?
 - What appears to be the most important and vital parts of the story?
 - What events demonstrate exposition, rising action, climax, falling action, and resolution?

Building Activities

- Tableau Storytelling (15-20 minutes): Following the discussion about the story maps, have each group narrow down their map to three points vital in the storytelling. Each group will then use the bodies of each group member to create tableaus to represent each of those chosen points.
 - **Tableaus are still and silent pictures students create with their bodies*
 - Below are level alterations you can make to the tableau activity:
 - **Level 1:** Each group is given one element of the story: exposition, rising action, climax, falling action, or resolution. Each group creates a tableau for their section. The class then comes together and, going in order of plot development, tells the story. After each group shows their tableau, they will briefly explain their choices using examples from the show to back up their ideas.
 - **Level 2:** Each group creates three different tableaus: beginning, middle, and end. The tableaus focus on how the environment shaped the characters. The class then comes together to share their tableaus. After each group shares, they briefly explain their choices using examples from the show to back up their ideas.
 - **Level 3:** Each group chooses three lines of dialogue from the list created in the introduction that propelled the action of the story from beginning to end. One line should be from the beginning, one from the middle, and one from the end to demonstrate plot progression. They then create a tableau for each line. The class comes together and each group presents their three tableaus. For an added challenge, the

group does not tell which lines they chose and the rest of the class guesses which three lines the group chose. The group will then briefly explain their choices using examples from the show to back up their ideas.

Wrap-up

- *Written Individual Reflection (5 minutes):* Students reflect on what they learned with given reflection questions.
 - **Level 1:** How did the characters respond or change as the plot moved towards the resolution?
 - **Level 2:** How did the setting change or shape the characters? How did the setting shape the plot?
 - **Level 3:** What lines of dialogue propelled the action of the story? How did they do this?