

Scene Things Differently

Character Portrayal on Stage Versus Film

James Doyle, Daniel Schwarz, Keiana Cross
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Grade Level	9th – 12th Grade	**Duration**	5 periods
Subject	Performing Arts		
Course	Drama		

Essential Question

Why do actors and actresses portray characters differently for stage and film when drawing from the same source material?

Summary

In this lesson, students explore reasons for variance in character portrayal. Students begin by watching different interpretations of the same scene and then read an article and each select a monologue to research. Students use a random generator to change the context of their chosen monologues. Finally, students rehearse and perform their monologues.

Snapshot

Engage

Students watch the same scene in different media after selecting them from a Choice Board. Students then compare and contrast the versions of the scene using a T-Chart.

Explore

Students read an article about transitioning from stage to screen and summarize the reading.

Explain

Students select and read a monologue using the Jigsaw strategy.

Extend

Students use a randomizer to change the setting, medium, and time period of their monologue. Then, students write a script, prepare, and perform the monologue based on the changes.

Evaluate

Students reflect on their learning by answering the question, “How Am I Feeling? What Am I Thinking?”

Standards

Oklahoma Academic Standards (Fine Arts: Drama/Theatre (High School: Proficient (1)))

PR: Performing (PR)
DT.PR.1 : Select, analyze, and interpret artistic work for presentation.
I.DT.PR.1.2 : Understand that there are multiple choices for each character and select the most supportable choices for the moment.

Attachments

- Character Portrayal T-Chart—Scene Things Differently - Spanish.docx
- Character Portrayal T-Chart—Scene Things Differently - Spanish.pdf
- Character Portrayal T-Chart—Scene Things Differently.docx
- Character Portrayal T-Chart—Scene Things Differently.pdf
- Lesson Slides—Scene Things Differently.pptx
- Make a Scene—Scene Things Differently - Spanish.docx
- Make a Scene—Scene Things Differently - Spanish.pdf
- Make a Scene—Scene Things Differently.docx
- Make a Scene—Scene Things Differently.pdf
- Production Format Randomizer Cube—Scene Things Differently - Spanish.pdf
- Production Format Randomizer Cube—Scene Things Differently.pdf
- Setting Randomizer Cube—Scene Things Differently - Spanish.pdf
- Setting Randomizer Cube—Scene Things Differently.pdf
- Stage v. Film Choice Board—Scene Things Differently - Spanish.pptx
- Stage v. Film Choice Board—Scene Things Differently.pptx
- Time Period Randomizer Cube—Scene Things Differently - Spanish.pdf
- Time Period Randomizer Cube—Scene Things Differently.pdf

Materials

- Lesson Slides (attached)
- Stage v. Film Choice Board (attached)
- Character Portrayal T-Chart (attached)
- Setting Randomizer Cube (attached; one for each group of three)
- Production Format Randomizer Cube (attached; one for each group of three)
- Time Period Randomizer Cube (attached; one for each group of three)
- (Optional) Make a Scene script template (attached; one for each group of three)
- (Optional; purchase required) *Contemporary Scenes for Young Actors: 34 High-Quality Scenes for Kids and Teens*
- Devices with internet access
- Access to YouTube
- Headphones or earbuds (recommended)
- Sticky notes (four for each student)

25 minutes

Engage

Teacher's Note: Headphones/Earbuds

This activity asks students to watch multiple YouTube videos. If you do not have the space for students to spread out, make sure students have headphones or earbuds so as not to disturb one another.

Use the attached **Lesson Slides** to guide the lesson. Display **slides 2–4** and introduce students to the lesson title, the essential question, and lesson objectives. After discussion, display **slide 5** and introduce the Choice Board activity. Create a QR Code or share a link to the **Stage v. Film Choice Board** slide deck so that each student has access.

After each student has access to the choice board, say the following to students: "Navigate the options in the choice board and select a play that interests you. You will be presented with two YouTube videos that have the same scene portrayed by different actors or the same actor in different media."

Remain on **slide 5** and pass out a copy of the **Character Portrayal T-Chart** handout to each student or have them create a T-Chart on a blank piece of paper. Introduce the class to the T-Chart instructional strategy and have them complete a T-Chart with the titles of the two clips, (i.e. Les Misérables 1976 stage, Les Misérables 2008 movie). Instruct students to compare and contrast the two clips they watch. Ask them to think about the different choices the performers made and list those. Have them write a brief statement about why they think the actors made those choices.

After students have watched their chosen videos and completed a T-Chart, ask a few students to share what they wrote.

Teacher's Note: Digital T-Chart

You can also have students use a digital version of the T-Chart by placing a copy in your LMS.

15 minutes

Explore

Distribute three sticky notes to each student, along with a copy of the article titled "Get Ready for Your Close-Up: Tips for transitioning from stage to screen acting" by David Vegh. Mr. Vegh is an associate professor of theater at Case Western Reserve University.

Display **slide 6** and explain the Three Sticky Notes instructional strategy. Ask students to write the following on their sticky notes:

1. One word that summarizes the reading.
2. A phrase that summarizes the reading.
3. A sentence that summarizes the reading.

After students have read the article and filled out their three sticky notes, have them select a few partners and ask them to compare notes. After comparing, have each group share a one-sentence summary of the reading with the class.

25 minutes

Explain

Teacher's Note: Grouping

This activity will be completed in small groups of three. In an upcoming activity, the same groups of three will perform different sections of a monologue. Try to intentionally group students according to their strengths.

Content Warning: Some of the Monologues for Teenagers linked below may contain language considered offensive or inappropriate to some readers.

Divide into new groups of three. Give groups a few minutes to select one of the monologues from *Contemporary Scenes for Young Actors: 34 High-Quality Scenes for Kids and Teens* or any book of monologues you already have. You can also find monologues online, such as Monologues for Teenagers.

Display **slide 7**. Using the Jigsaw instructional strategy, have each student in the group read a segment of the monologue and then share what happens in their part with the group so that each has an understanding of the text. If time allows, have each student group share a brief synopsis of the monologue with the class.

145 minutes

Extend

Display **slide 8**. After students have selected their monologues, pass out a set of randomizers (printed from the attached **Setting Randomizer Cube, Production Format Cube,** and **Time Period Cube**) to the groups. Each group will be responsible for assembling three cubes: one for setting, one for production format, and one for time period. After the cubes are assembled, have each group take turns rolling their randomizer cubes in front of their classmates. If you use the paper cubes, hide or delete the instructions for the digital randomizer.

Optional Tech Integration: Digital Card Shuffle

If you prefer, use K20's online card shuffle to have groups randomly select a new setting, production format, and time period for their monologue. To use the card shuffle, first select the "Shuffle Cards" button, then select "Draw" for each of the three modifiers. Repeat these steps for each group. Feel free to edit each list to include your own modifiers but ensure there is only one item per line.

If you use the digital randomizer, hide or delete slide 8.

Display **slide 9**. Ask students to record the results for their group on a sheet of paper or provide each group a copy of the optional **Make a Scene** script template.

Students now develop a performance of their selected monologue to reflect the setting, production format, and time period that were selected by the randomizer. A written script must be made (either handwritten or typed) that has explicit directions on character choices so that students have a reference to follow. If dialogue is modified from the original, it should be underlined so that is easily located. After completing their script, tell students to divide it into thirds so that each person performs a section.

Encourage the groups to work together to make decisions about how the character will be portrayed. Give students two days to complete and rehearse their scripts and one day for each group to perform their monologues.

Optional Tech Integration: Record the Monologues

Use a mobile device and one of the following apps to record students' performances:

- CapCut
- iMovie

Host a watch party or have students rate their own performance and provide feedback to others.

5 minutes

Evaluate

Distribute one sticky note to each student. Display **slide 10** and explain the How Am I Feeling? What Am I Thinking? instructional strategy. Have each student answer the questions on their sticky note and place it on the wall as they are leaving.

Teacher's Note: Bell Ringer (optional)

For further discussion on this lesson, you might consider distributing the sticky notes from this class at the start of the next class. Have students read other students' answers and discuss their takeaways compared with those of their peers.

Resources

- Alexansher. (2022, October 3). “Because it is my name!” [Video]. YouTube. https://www.youtube.com/watch?v=SmneeIeh-TQ
- Barkly, K. (2021, November 12). Ben Whishaw - “Because it is my name!” (The crucible) [Video]. YouTube. https://www.youtube.com/watch?v=n7NYzjRdcYM&t=40s
- BBC Studios. (2008, February 11). Darcy confesses his love. | Pride and prejudice | BBC Studios [Video]. YouTube. https://www.youtube.com/watch?v=JF3ueHjUc3k
- Binge Society. (2021, November 23). Little women: Laurie proposes to Jo. | Original vs. remake [Video] YouTube. https://www.youtube.com/watch?v=xms50vFYnG8
- Case Western Reserve University. (2023). David Vegh. Department of Theater. https://theater.case.edu/faculty/david-vegh/
- CBS. (2019, June 9). The cast of Oklahoma! performs “I cain’t say no/ Oklahoma” at the 2019 Tony Awards [Video]. YouTube. https://www.youtube.com/watch?v=FxFS8okUqKk
- Curtis, M. H. (2022, January 23). Dear Evan Hansen. | 2017 Tony Awards [Video]. YouTube. https://www.youtube.com/watch?v=3CC2818ahEw&t=37s
- DFDalton1962. (2011, May 25). Oklahoma! - I cain’t say no. [Video]. YouTube. https://www.youtube.com/clip/UgkxU3Kt1POqB53PYZyujbuk4EU7LH9CT3h3
- Focus Features. (2022, February 23). Pride & prejudice | Elizabeth rejects Mr. Darcy in the rain. [Video]. YouTube. https://www.youtube.com/watch?v=YlETBQHBm9w
- Great Performances | PBS. (2020, August 5). “In the heights” the opening number.” | Chasing Broadway dreams. | Broadway’s best | Great Performances [Video]. YouTube. https://www.youtube.com/watch?v=RrIAUhmQsXM
- Hayes, S. (2022, September 4). BBC - Death of a salesman - Warren Mitchell - by Arthur Miller - BBC Drama 1996 [Video]. YouTube. https://www.youtube.com/watch?v=6Jh1SWS1dHY&t=7314s
- Iverson, R. (2020, February 6). AMTSJ Little shop of horrors [Video]. YouTube. https://www.youtube.com/clip/UgkxvIve-rdwYdrAe1vHK--AJPjhr5I6ptEk
- K20 Center. (n.d.). CapCut. Tech tools. https://learn.k20center.ou.edu/tech-tool/5026
- K20 Center. (2020, September 16). Choice boards. Strategies. https://learn.k20center.ou.edu/strategy/73
- K20 Center. (2020, September 16). How am I feeling? What am I thinking? Strategies. https://learn.k20center.ou.edu/strategy/187
- K20 Center. (2020, September 25). iMovie. Tech Tools. https://learn.k20center.ou.edu/tech-tool/636
- K20 Center. (2020, September 16). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179
- K20 Center. (2022, September 21). QR codes. Tech tools. https://learn.k20center.ou.edu/tech-tool/2449
- K20 Center. (2020, September 16). T-chart. Strategies. https://learn.k20center.ou.edu/strategy/86
- K20 Center. (2020, September 16). Three sticky notes. Strategies. https://learn.k20center.ou.edu/strategy/153
- Live from Here. (2019, April 21). Jeff Daniels performs a scene from ‘To kill a mockingbird’ | Live from here with Chris Thile [Video]. YouTube. https://www.youtube.com/watch?v=JjTlHvbZ4L8&t=55s
- MOV Clips. (2020, August 15). Romeo and Juliet(1996) - Pool romance [Video]. YouTube. https://www.youtube.com/watch?v=XitK-lUjyzc
- notyoda73. (2012, June 6). Jim Parsons & Harvey - First look [Video]. YouTube. https://www.youtube.com/watch?v=z9fQq3DakUg&t=311s
- Parker, D. M. (2016). Contemporary scenes for young actors: 34 high-quality scenes for kids and teens. Beat by Beat Press.
- Piazza, T. (2011, July 13). Death of a Salesman Hoffman [Video]. YouTube. https://www.youtube.com/watch?v=a1lazBK1Pec
- Screen Themes. (2021, April 20). Driving Miss Daisy (1989) - Lunch break scene [1080p] [Video]. YouTube. https://www.youtube.com/watch?v=tgebG8yEJWQ&t=54s
- shakeoutloud. (2011, December 4). Balcony scene from Romeo & Juliet [Video]. YouTube. https://www.youtube.com/watch?v=S0qao2xINsE&t=103s
- StageMilk Team. (2016, February 1). Monologues for teenagers. StageMilk. https://www.stagemilk.com/monologues-for-teenagers/

- t a. (2018, February 5). Harvey - Alley scene [Video]. YouTube. https://www.youtube.com/watch?v=U1SxcbMBdxU&t=186s
- Torgerson, J. T. (2016, June 28). Driving Miss Daisy [Video]. YouTube. https://www.youtube.com/clip/UgkxltivDHXzt6bNJyAjfjF9TdM3tSFdOBij
- TUNE - Musical Moments. (2022, April 25). Waving through a window (Ben Platt) | Dear Evan Hansen (2021) | TUNE [Video]. YouTube. https://www.youtube.com/watch?v=C6nn-ZnN70o
- Unionville HS Musical. (2019, May 25). Little shop of horrors (full), Unionville High School musical 2019 [Video]. YouTube. https://www.youtube.com/watch?v=R0ktWzohhnA&t=1537s
- Universal Pictures. (2020, January 22). To kill a mockingbird | Atticus Finch's closing argument [Video]. YouTube. https://www.youtube.com/watch?v=tNxrnOC_WTs&t=19s
- Vegh, D. (2023). Get ready for your close-up: Tips for transitioning from stage to screen acting. Dramatics. https://dramatics.org/get-ready-for-your-close-up/
- Warner Bros. Pictures. (2021, June 6). In the heights - First 8 minutes [Video]. YouTube. https://www.youtube.com/watch?v=8HAR3QBuiiU&t=410s