



## FAD Collections *A Story of the Hour Lesson*

**Grade Level(s):** 9-12

**Film(s):** A Story of the Hour

**Discipline(s):** English Language Arts & Dance

### **Core Arts Anchor Standard**

10: Synthesize and relate knowledge and personal experiences to make art.

### **CCR Anchor Standard(s) for Writing**

- Grades 11-12 ELA: (W.11-12.3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Dance Standard(s)**

- HS, Proficient: (DA:Cn10.1.HS.I) a) Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.

### **Learning Objective(s)**

- Apply knowledge of creative writing and story structures to develop a story based on an interpretation of an artists' work.
- Connect different mediums of story-telling and expression by aligning corresponding elements.

### **Introduction**

The lesson surrounding *The Story of the Hour* involves students (in an ELA class) to connect two different ways of expression and creativity; writing and dancing. Students will be introduced to dance, will watch the video, analyze the features of the video (music, setting, props, type of movement, etc...) and then will write the letter or story that they think the girl finds in the video that would fit the features described. Their story will have some guidelines to follow in regards to a story structure, students will present it at the end of the class, and they have to justify why their story fits the video.

### **Materials needed:**

- Pen or Pencil
- Paper

- Electronic device (optional)

**Total time/length of activity:** ~ 90 minutes, 1 class period

### Lesson

Students would have been discussing creative story-writing but it is assumed that students have little to no dance knowledge or background.

1. (10 minutes) Warm-up/ Launch: The teacher will have a slideshow presented on the board where each slide has a different word, phrase, or short story (it will gradually progress). Students will be asked to incorporate movement, standing or staying seated, that relates to what is on the board. This will get students engaged, moving around, and launch the lesson of connecting dance to words.
2. (15-20 minutes) After the launch, the teacher will play the video of *The Story of the Hour* for students to watch. Once the video is over, the teacher will have a sentence structure slide to guide the group conversation about what they noticed, what they wonder, and other guiding questions to get them to analyze the performance. Different implementation methods could be used to organize the discussion, but having them discuss in groups would be important since we're assuming they may not have dance experience.
3. (45-50 minutes) This discussion will lead into the main activity for the lesson. For the majority of class, students will be asked to write the story and/or letter (in the form of a story) that the girl in the video found. Students should combine their interpretations of the rest of the video and the features of the performance to produce a creative story that aligns with the dance. This will then have students connect words to dance.
4. (10-15 minutes) To wrap up class, students will present their stories/ letters to the class either by reading it completely or giving the main ideas. They will also have to justify why their story makes sense in the context of the video using examples from the setting, emotions, movement, etc...

### Supplemental Materials:

- [Movement Slides](#) (For Warm-up/ Launch)
- [Sentence Structures for Discussion & Assignment Guidelines](#) (For Discussion)