Introduction:

ABOUT THE MOVIE GUIDE CONCEPT the concept of the motion picture/movie study guide used here is taken from those developed by The Australian Teachers of Media (ATOM) and, more recently in the United States, by Walden Media. The approach is also consistent with the series, Film Clips for Character Education, sponsored by The North Carolina Department of Public Instruction (www.filmclipsonline.com). Appalachian State University has pioneered this
work in the U.S. and our curricular work with movie guides has been featured in The Middle Ground and The Journal of Media Literacy among other publications.

Using this Guide:

*The Lion King* (1994) is an engaging and enjoyable film that has appeal to sixth grade adolescents while also being relevant to several areas of the North Carolina Standard Essential Standards and National Common Core State Standards (CCSS). Some subject areas addressed in this guide include ELA, Science, and Social Studies. The guide is organized to clearly connect scenes to state standards. For example, students will “Classify living things as either producers or consumers” as stated in the 6th grade NC Essential Standards for Science by viewing the key scene where Mufasa is teaching Simba about the circle of life. Students will focus on the producers, consumers, and decomposers found in the movie by creating a food web. This film connects with the developmental dimensions of early adolescence as described in *This We Believe* by “showing compassion for those who are downtrodden or suffering and have special concern for animals and the environmental problems that our world faces” (p. 47).

Our Movie Guide supports this specific dimension of adolescent development in an ELA activity where students create an “I” poem using one of the main characters of *The Lion King*. Students will critically analyze the characters in *The Lion King* by creating a Graphic Organizer. The Graphic Organizer is useful in helping students to become the characters. Students will analyze character’s actions, reactions, mannerisms, thoughts and feelings. Working with the characters of The Lion King students will relate to the Developmental Dimensions as discussed in this we believe because they have to “become” the character for the “I” Poetry part of the lesson. Adolescents “have special concern for animals” through this project students will have the opportunity to work with these animals not only during the “I” Poetry, but also during Activity Two, when students create food webs for these animals. The food web activity will help students gain real life experience by discovering how “the circle of life” works in the ecosystem.

In using film and other media in the classroom, research suggests that students learn more and are more engaged if:
• They view short scenes followed by activities.
• They have been given cues and clues to look and listen for prior to each screening.

In this unit students will purposefully view a variety of youtube clips. Students will have specific instructions provided by the teacher throughout the lesson while viewing the clips. In the first activity students will watch clips while looking for specific character traits. Students will organize their thoughts by using a Graphic Organizer. For activity two students will take notes and use specific examples in order to draw out the “Circle of Life”. In activity three students will answer questions that focus on the style of government found in *The Lion King*. Students will be given cues to look for and listen for prior to each screening that pertains to the activities which follow.

**About**

*The Lion King* (1994) takes place in the Pride Lands of Africa and follows the adventure of a young lion cub named Simba as he struggles to accept the responsibilities of following his father’s footsteps to becoming the king of the jungle. Simba looks forward to becoming king one day so that he can “do whatever he wants.” After his father, Mufasa teaches Simba a lesson about what it means to be king and tells him about the “Circle of Life” that balances nature, Mufasa then teaches Simba that as a king he has a responsibility to maintain this balance. Simba’s uncle, Scar, plays the villain in the movie, and decides that he wants to take over the kingdom regardless of what it takes. Scar and his hyena regime lure Simba into the path of a wild stampede. During the stampede, Mufasa is trampled to death trying to save his son.

Scar convinces Simba that it is his fault that his father is dead and he must leave the Pride Lands and never return. Frightened, Simba leaves his homeland as a broken and lonely cub. Simba is befriended by a pig named Pumbaa and a meerkat named Timon. It is Timon and Pumbaa who teach Simba about “Hakuna Matata,” which means “no worries.” Simba grows into an adult and eventually runs into his childhood friend Nala who informs him of the harsh conditions and suffering which the Pride Lands face under Scar’s reign. Nala tries to convince Simba to return to the kingdom and take over what is rightfully his. With the encouragement and help of the wise Rafiki, Simba realizes that he must carry own his father’s legacy and accept the responsibility of his role as king.

*The Lion King* was released June 15, 1994 and was directed by Rob Minkoff and Roger Allers. The movie won awards for *Best Music and Original Song* for the song “Can you Feel the Love Tonight.” This movie also won the *Golden Globe award* in 1995 for Best Motion Picture, in addition to being chosen for the *Best Animated Film* and the *Best Individual Achievement for Story Contribution in the Field of Animation*. Other awards include *Casting Society of America* (1995), *Chicago Film Critics Association Awards* (1995), *Golden Screen Award* for Germany,
and finally the DVD Exclusive Awards (2003). These awards had an extensive impact on the culture of the United States during the 1990’s. The Lion King continues to be viewed as a classic, making it a relevant film for a unit of study.

Character Profiles:

Simba:

Simba is the only son of Mufasa and Sarabi, King and Queen of the Pride Lands and ruler of Pride Rock. He is also nephew of the King’s brother Scar. Simba is an adventurous cub who likes to get into trouble with his best friend Nala. Nala and Simba often get into trouble by the King’s chief advisor, Zazu. Simba gets trapped in a stampede purposely created by his Uncle Scar. Mufasa tries to rescue Simba, but the King is trampled to death. Simba is blamed for his father’s death and runs far away from the Pride Lands to avoid repercussions. While in exile Simba meets Timon and Pumbaa and the triage live their lives following the ideology of “Hakuna Matata”. Everything is great until he runs into his old friend Nala, who informs him of the awful circumstances that the Pride Land is facing due to Scar. Simba has to decide whether or not to follow his father’s footsteps, leading as King, and take his homeland back from his evil Uncle Scar.

Mufasa:

Mufasa, father of Simba, is the ruler of Pride Rock and King of the Pride Lands. Mufasa is a kind and loving father who is very protective of his son. He cares about his land and the animals which are a part of it. As King, he takes his duties seriously. He is concerned with the well-being and good governance of his land. Never knowing the extent of his brother’s hatred, Mufasa was blind sighted by the actions of his brother which resulted in his death. However, after his death, Mufasa still finds a way to be with his son Simba.

Scar:

Scar is brother to Mufasa and Uncle to Simba. He resents his brother for being King because he believes that the Kingdom would be better suited under his rule. Scar resents Simba for being next in line to the throne. He often uses manipulation to persuade Simba into doing things that would get him into danger. He and his
regime of Hyenas put their own greed in front of all others. Scar wants to rule the Pride Lands the way that he sees fit. He is able to accomplish this task through manipulation and betrayal. His greed during his rule of the Prideland causes the ecosystem to fail, and leaves the pack in need to leave the prideland in order to survive.

**Timon and Pumbaa:**

Timon and Pumbaa are best friends who have their own unique pack outside of the Pride Lands. Timon and Pumbaa find Simba after his father died. At the time they had found Simba, he was exhausted and sad. They help the young cub and befriend him. These characters have a positive attitude and live by the phrase “Hakuna Matata”. They live for the moment and are very influential in Simba’s life to convince him to put his past behind him, and just live day by day.

**Rafiki:**

Rafiki is the crazy, wise, old baboon who first presents the Prince of the Pride Lands, Simba, to the animal kingdom in the beginning of the film. He is an all-knowing character who comes to the rescue when Simba is in need of wisdom. He encourages Simba to return to his homeland where his kingdom needs him.

**Zazu**

Zazu works as Mufasa’s personal aid and is loyal to Mufasa and his family. He is credited with saving Simba from more than one bad situation. Zazu can best be described as serious and official. His personality is polar opposite of the other characters in this film.
**Nala:**
Nala is Simba’s best friend. Together they stay in trouble by venturing off to places that are off limits to them. After Mufasa’s death and Simba’s exile, Nala stays with her pack and suffers as Scar makes life miserable for all of them. It is she who leaves the Pride Lands to go find help. During her search she discovers that Simba is alive.

**Sarabi:**
Sarabi is Queen of the Pride Lands. She is mate of Mufasa and mother of Simba. She is dedicated to her land even after Scar allows the Hyenas to take over.

**Hyenas:**
Banzai, Ed and Shenzi are the foolish hyenas. The three of them along with others of their breed are enemies to the lions. Banzai, Ed and Shenzi are loyal followers of Scar. They aid him in Mufasa’s death. They are considered a threat to Simba, Nala, and especially Zazu.
English Language Arts (ELA)

Activity One
Character Analysis through “I” Poetry

"Picture depicting characters in The Lion King”

Common Core ELA Standards:

CCSS.ELA-LITERACY.RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCSS.ELA-LITERACY.RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Source: http://www.corestandards.org/ELA-Literacy/

Lesson Description:

The purpose of this lesson is to critically analyze the characters within Disney’s movie The Lion King through purposeful viewing of specific clips pulled from this film. Students will be given the opportunity to analyze one specific character from the film. In order to successfully integrate this activity, teacher will need to teach a mini lesson that introduces students to key vocabulary terms in this unit. It is important that students know and understand the vocabulary before
beginning the purposeful viewing section of this lesson. Teacher will need to give an
assessment on the vocabulary after the mini lesson to ensure that understanding has been met.
Teacher will also need to effectively plan a lesson on “I” Poetry prior to this activity. In doing so,
teacher and students will collectively create an “I” Poem during class. Students will need to take
notes in their Writer’s Notebook so that they can refer back to it during the “I” Poetry part of this
activity. Once students have mastered the two mini lessons, Teacher may continue to Activity
One.

Zazu is a dedicated and loyal character who endangers himself to save Simba and Nala.

To successfully integrate this activity teacher will need to make preparations for students to
draw one character from The Lion King at random from a jar. After each student has been
assigned one character at random, students will gather into mixed- ability groups of four.
Teacher should predetermine these groups based on student ability. Each group will be
assigned one Laptop. One Student from each group will act as group leader and sign into class
webpage and access clips for viewing. Groups will view each clip. As part of the viewing,
students will be required to fill out the Character Analysis Graphic Organizer using specific
examples from the clips. The purpose of the Character Analysis Graphic Organizer is so that
students can collect and document evidence from the film. Teacher will need to provide copies
for each student. Graphic Organizers must reflect the student’s assigned character. After
viewing, students will share the information in their graphic organizer with group members. Each
group member is required to share their Organizer along with an explanation describing why the
information they chose best reflects their character. After each group member has discussed
the groups must then define each character as either a flat, round, static, or dynamic character.
After viewing the specific clips students will use their new knowledge about their character in
order to create an “I” Poem. “I” Poems will be drafted and revised multiple times. After
completion students will present poems to the class for a project grade.
Character Analysis Vocabulary Words:

- **Flat Character**: A flat character has one or two personality traits that don't change. The flat character can play a major or a minor role.
- **Round Character**: A round character has many complex traits and those traits develop and change in a story. A round character will seem more real than a flat character, because people are complex!
- **Static**: A static character never changes. A loud, obnoxious "background" character who remains the same throughout the story is static. A boring character who is never changed by events is also static.
- **Dynamic**: Unlike a static character, a dynamic character does change and grow as the story unfolds. Dynamic characters respond to events and experience a change in attitude or outlook.

Simba grows from a small cub to a majestic lion while under Timon and Pumbaa’s wing. He lives life while following the motto “hakuna matata.”

Step-by-Step:

1. Have each student draw a character at random from the Jar that the Teacher has provided. Once characters have been assigned, provide students with the Character Analysis Graphic Organizer. Before students divide into their groups, teacher will ask the following previewing questions and allow students to raise their hand and answer. This will provide an open discussion for the class in order to activate thinking prior to the viewing.
Previewing Questions:

- When creating movies, why do you think it is important for characters to have their own personality regardless of whether the character is a major or minor character?
- What questions do you think Walt Disney asked when he was creating the character of Simba?
- In which ways can a character gain the attention of the audience? Why is it important for the audience to connect with the characters?

2. Next, group students into groups of four. Teacher will predetermine these groups based on student ability. Groups should consist of mixed ability. Once students are in their groups, teacher will provide each group with one laptop. Each group will elect one student to be group leader. That student will be in charge of logging onto computer, signing into class website, and accessing the videos. Each group is required to watch each clip during this time. While viewing each key scene, students will complete their Graphic Organizer based on the character that they were assigned.

Key Scenes:

- Mufasa and Scar Interaction (2:34)  
  https://www.youtube.com/watch?v=-8wgXRNcPM

- Simba and Nala Elephant Grave Yard (3:45)  
  https://www.youtube.com/watch?v=ZWryKn-e3FU

- Rafiki and Simba “the past still hurts” (1:03)  
  https://www.youtube.com/watch?v=dZfGTL2PY3E

- Timon, Pumbaa and Simba Hakuna Matata (4:00)  
  https://www.youtube.com/watch?v=U6vLAa-kylM

"Simba and Nala running from the Hyenas in the elephant graveyard."
• Scar, Hyenas and Zazu “Coconut Song” (1:44)
  https://www.youtube.com/watch?v=vifVEg7Nepl
• Simba and Nala Reunite (3:16)
  https://www.youtube.com/watch?v=ZL0KdlISylFE
• Simba and Nala Bath Time (1:40)
  https://www.youtube.com/watch?v=p5RqFLHfvsY

Once groups have finished viewing the specific clips from *The Lion King* and have completed their Graphic Organizers, each student will share their Character Analysis with their group. After each group member has discussed their findings, the group must then collaborate and define each character as either a flat, round, static, or dynamic. The group leader will document these characters on a sheet of notebook paper.

3. Next, each group will be required to create a written response to answer the post-viewing questions. Again the group leader will be in charge of writing, however each member will be required to participate. In proving their participation, each group member must personally initial the sentence(s) that they contributed. Questions must be fully answered in paragraph form. Teacher will collect notebook papers for a participation grade.

**Post Viewing Questions:**

• How can Timon and Pumbaa’s character relationship be compared or contrasted with Scar and Mufasa’s relationship? How do these characters’ relationships compare with Simba and Nala’s?
• The characters must be credible; how they act and what they say must make sense. What aspects of the personalities of the major characters in this story affect their credibility?
• Describe the scenes that used humor. How do those scenes compare with the more serious scenes? What were some characteristics of the characters which led to humor/seriousness?
4. After post viewing questions have been answered and turned in students will be assigned the next part of this activity. Using the knowledge they have gained during the group activity, along with the information they obtained through the Graphic Organizer, students will begin a first draft of their “I” Poem using the character they were initially assigned. Students will refer back to their Writer’s notebook as a model for this part of the activity. Students will need to follow the “I” Poetry format. Language will need to be precise and elaborate in order to successfully complete assignment.

5. Once students have created a first draft to their poem, students will get back into the same groups as they were in previously. While in the groups students will peer review one another’s “I” Poems. Each student is required to add two compliments and two suggestions for each member of their group.

6. When students have completed peer reviews, students will be required to create a second draft of their “I” Poem. Once revisions have been made, students will turn second drafts in to teacher for final revisions. When Teacher has revised each “I” Poem, students will create their final draft of “I” Poems.

7. Final Drafts for “I” Poems must be typed and printed for submission. Students will be asked to share their “I” Poems to the class for a project grade.

**Example of Graphic Organizer:**

<table>
<thead>
<tr>
<th>Literary Analysis of _____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character’s…..</td>
</tr>
<tr>
<td>Actions</td>
</tr>
<tr>
<td>Reactions</td>
</tr>
<tr>
<td>Feelings</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Thoughts</td>
</tr>
<tr>
<td>Mannerisms</td>
</tr>
</tbody>
</table>

**Is this character a:**

- (circle one)
  - Flat Character

**Evidence from Film**
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Round Character</td>
<td>Static Character</td>
</tr>
<tr>
<td>Dynamic Character</td>
<td></td>
</tr>
</tbody>
</table>
FIRST STANZA
I am (two special characteristics)
I wonder (something you are actually curious about)
I hear (an imaginary sound)
I see (an imaginary sight)
I want (an actual desire)
I am (the first line of the poem repeated)

SECOND STANZA
I pretend (something you pretend to do)
I feel (a feeling about something imaginary)
I touch (an imaginary touch)
I worry (something that really bothers you)
I cry (something that makes you very sad)
I am (the first line of the poem repeated)

THIRD STANZA
I understand (something you know is true)
I say (something you believe in)
I dream (something you actually dream about)
I try (something you really make an effort to do)
I hope (something you actually hope for)
I am (the first line of the poem repeated)
Science

Activity Two
The Food Chain and Circle of Life

“Mufasa teaching Simba the circle of life”

NC Essential Standards for Science

8.L.3.2 Summarize the relationships among producers, consumers, and decomposers including the positive and negative consequences of such interactions including:

• Coexistence and cooperation
• Competition (predator/prey)
• Parasitism
• Mutualism

Working with Key Scenes:

The Lion King - "Morning Lesson with Mufasa"
https://youtu.be/bW7PITaawfQ

The Lion King - “Pridelands”
https://youtu.be/0bGjlvukqHU

Lesson Description:
In this lesson, students will be viewing and understanding the relationships in the circle of life (producers, consumers and decomposers). We will use the clip “Morning Lesson with Mufasa” where Mufasa is teaching Simba about the circle of life, and students will be led in a class discussion about the circle of life and be asked to create a food chain.
They will also be viewing the clip “Pridelands” that focuses on the food chain, predator/prey relationships, parasitism, and mutualism.

**Teacher Notes:**

For this lesson, the teacher will need access to a computer and projection system in order to show the viewing of the video clips needed to complete the assignment. The Lion King video clips are available at:

**The Lion King - “Morning Lesson with Mufasa”**  
https://youtu.be/bW7PlTaawfQ

**The Lion King - “Pridelands”**  
https://youtu.be/0bGjlvukgHU

The teacher will need to have already viewed and analyzed the clips beforehand so that he/she will be able to help students understand the differences in producers, herbivores, carnivores, and omnivores (circle of life) that are viewed in the clip “Pridelands,” and to also help students understand the process that is occurring in the clip “Morning Lesson with Mufasa.” The teacher should have created an example of the circle of life that features an understanding of parasitism and mutualism. The teacher will then be able to answer any questions by students before, during or after viewing.

After completing this activity, students will gain a deeper understanding of the relationships among producers, consumers, and decomposers including the positive and negative consequences. (8.L.3.2)

“Mufasa telling Simba everything the light touches will be his one day”

**Teacher Notes**

As an assessment, prior to viewing the video clips, each student will individually complete this matching worksheet the best they can. Once everyone has completed
the worksheet, we will go over it as a class so the students are able to make corrections. This assessment is a way to determine their prior knowledge before watching the video and the class discussion.

"Circle of life"

Match the word that best associates with the example:

___ Food Chain  a) a food source to the ultimate consumer
___ Producer    b) Tick on a Lion
___ Decomposer  c) A bird on a Zebra
___ Carnivore (consumer) d) Grass
___ Herbivore (consumer) e) Bears
___ Omnivore (consumer) f) Bacteria
___ Parasitism    g) Lions
___ Mutualism    h) Elephants
___ Predator/Prey i) Snake and Mice

After the assessment, the teacher will explain that the video clips will be shown to the entire class and, once the students have watched both video clips, the teacher will lead a class discussion based on the circle of life, predator/prey relationships, mutualism, and parasitism. “The teacher will distribute individual copies of the vocabulary words along with definitions,” (provided below). The students are required to use the handout to take notes and/or write down examples of each that they see which can be used during the discussion. The focus of the discussion is to see if students are able to identify their key vocabulary words, while being able to provide examples. The teacher
should ask prompting questions for the discussion *(Example questions: While previewing the video can anyone give a specific example shown in the movie relating with any of their vocabulary words?, Can someone explain the importance of the scene “Morning Lesson with Mufasa?”, and How does the videos help you understand the circle of life? Why is it important?)* After the discussion, the students should have an understanding of the meaning of each word as contextualize within the story of the film clip. Students will have an opportunity to ask additional questions they may have regarding the video clips or discuss areas where they may have confusion.

**Vocabulary:**

Food Chain - A hierarchical series of organisms each dependent on the next as a source of food.

Herbivore - An animal that feeds on plants.

Carnivore - An animal that feeds on flesh.

Omnivore - An animal or person that eats food of both plant and animal origin.

Producer - An autotrophic organism that serves as a source of food for other organisms in a food chain.

Predator - An animal that naturally preys on others.

Prey - An animal that is hunted and killed by another for food.

Mutualism - Symbiosis that is beneficial to both organisms involved.

Parasitism - A non-mutual symbiotic relationship between species, where one species, the parasite, benefits at the expense of the other, the host.

Decomposer - an organism, especially a soil bacterium, fungus, or invertebrate that decomposes organic material.

After the class discussion, students will be asked to complete a drawing of the circle of life that Mufasa explained to Simba in the video clip “Morning Lesson with Mufasa,” as a group of four on a poster board. While viewing the video students should take notes on the clip, they will use their notes to assist the completion of drawing the circle of life. Students will need to be able to understand the circle of life in Mufasa’s lesson to complete their own drawing.
After the completion of “Morning Lesson with Mufasa,” the teacher will then show the video clip “Pridelands” in *The Lion King*. Students will need to list all organisms shown in the clip. As a class, the teacher will take answers from what students saw in the video and write them on the board. We will then complete a handout of the chart below as a class by determining whether the following organisms shown in the video clip are a producer, herbivore, carnivore, or omnivore.

**The Lion King - “Pridelands”**  
https://www.youtube.com/watch?v=0bGjlvukgHU&feature=youtu.be

<table>
<thead>
<tr>
<th></th>
<th>Producer</th>
<th>Herbivore</th>
<th>Carnivore</th>
<th>Omnivore</th>
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<tbody>
<tr>
<td>Ostrich</td>
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<tr>
<td>Monkey</td>
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<tr>
<td>Hippopotamus</td>
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<tr>
<td>Giraffe</td>
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<td>Birds</td>
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<td>Rhino</td>
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<td>Zebra</td>
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<tr>
<td>Lion</td>
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<tr>
<td>Elephant</td>
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<tr>
<td>Flamingo</td>
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<tr>
<td>Tree</td>
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</tbody>
</table>
After completing the assignments as a class, students will then be handed five higher order of thinking questions to complete individually as a “ticket-out-the-door.” The teacher will need to replay the “Prideland” clip for questions four and five. Each student must turn in the entire assignment including the one we completed as a class, along with the five higher order-thinking questions for a grade.

**Higher Order of Thinking Questions**

1. In your opinion, do you believe producers or decomposers are more important to the nature? Explain why?

2. “Explain how the food chain works and the importance of it in the ecosystem.”

3. What is the difference between Parasitism and Mutualism? Give an example of each.

4. Give two examples that would be considered Predator and Prey in real life.

5. During the [Pridelands](#) video, following where the monkeys choke the bird (Zazu) the crocodiles open their mouth with birds in them, what example is being shown with the crocodiles and bird Parasitism or Mutualism? “Explain your answer”.

<table>
<thead>
<tr>
<th>Gazelle</th>
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<tbody>
<tr>
<td>Crocodile</td>
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<tr>
<td>Plant</td>
<td></td>
<td></td>
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<td>Grass</td>
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<td>Sunlight</td>
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</tbody>
</table>
Social Studies
"Who is the King, How does he Rule"
Activity #3

Common Core Social Studies Standards:

7.C&G.1.4: Compare the sources of power and government authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions.)

Lesson Description:

The purpose of this lesson is for students to be able to display their understanding of information learned throughout a unit on types of government while viewing scenes of *The Lion King*. Students will view certain clips from *The Lion King* in which they will be directed pay attention to the different ruling styles of Mufasa and Scar. Students will complete this lesson in groups of four. Each group will receive a poster where they will be asked to create a Venn diagram to write down any leadership characteristics each character may display. Students will then use the characteristics they noted while viewing to determine which type of government each of the two characters exhibits. Students will also be asked to use at least one specific example from the dialogue of the clips as evidence to support why they chose the specific type of government.

Teacher Notes:

The teacher will need to have a background knowledge of the movie *The Lion King* so that he or she can answer student’s questions and assess their learning. Teachers can gain a comprehension of *The Lion King* by carefully viewing the movie in its entirety, and taking time to think through how the students will most likely be led to answer the prompting questions or complete the Venn diagram.

“Mufasa and Scar discussing the ceremony for Simba, taking Scar’s second place in line to the throne”
The teacher will need to be prepared to have the students do this activity as a group. The teacher should be prepared to distribute pre-cut "government type puzzle pieces" The teacher will also need to have paper copies of the dialogue from the clips being viewed. In order for the students to view the selected clips the teacher will also need to be prepared to reserve the school’s mobile computer lab, if no mobile lab is available teacher will need to reserve the school’s computer lab) to complete this activity. Each group will also need a poster board and a supply of markers. Finally, students will need a class notebook or sheets of paper to answer the discussion questions on in order to turn in at the end of class. The teacher will either need to print out copies of the discussion questions or have them projected on the board.

“Sample of Puzzle Piece, used to put students into group. Also used as a mini review of government types.”

Discussion Questions:
1. Before students come into the classroom, the teacher will place a puzzle piece on each student’s desk.

2. Once class time begins the teacher will explain that as a wrap up activity for their unit on governmental systems they will be getting into groups to determine which types of leadership are being displayed by the different characters in the movie clips.

3. Students will use the puzzle pieces at their desk to get into groups.

4. Each complete puzzle will contain a piece that has one of the following: the name of a type of government system, the definition of the system, an actual example of the type, and two characteristics. (Example shown above)
5. Each complete puzzle will contain a piece that has one of the following: the name of a type of government system, the definition of the system, an actual example of the type, and a two characteristics. (Example shown above)

6. The teacher will explain to the students that they will watch several videos online using the computers that depict the different types of government systems displayed in the characters actions throughout several clips from *The Lion King*. The teacher will inform the groups that they will be using the poster board to create a Venn Diagram to list the characteristics shown by Mufasa and Scar individually and any characteristics they may have in common. The groups will use these characteristics to determine which government system the character would be part of. The students will be instructed to use the dialogue pages provided to give specific examples of why they chose each system.

7. Once the students are in their groups, each group will read their puzzle pieces aloud to the class to act as a small review for each type of government that will be used during this activity. Students will be reminded to take note of any of the systems they are unsure of, or any information they did not know to help this complete this assignment.

8. The teacher will distribute paper copies of the dialogue from the clips to be shown to each group.

9. Using the laptops from the mobile computer lab, the students will view each of the following clips. Before playing the clips the teacher will ask the following pre-viewing questions.
   a. What characteristics of government types are being displayed in these clips
   b. Pay attention to any dialogue that may make you think a certain government system is being talked about.
In scenes 1-3 the students will need to focus on Scar’s behavior and how it relates to the way he rules, this will assist students in deciding which type of government he falls under.

Viewing Questions:
While watching these clips what does Scar say or do that reflects his style as a ruler? Be specific with actions or quotes used throughout the clips.

Does Scar seem to be more concerned with himself or the wellbeing of everyone in these clips? What does that say about the type of ruler he is?

1. **Scar Becomes King of Pride Rock**

2. **Be Prepared**

3. **Scar hits Sarabi**

Clips 4&5 showcase Mufasa’s term as leader of Pride rock, as with the previous videos, students will need to watch the videos while focusing on the actions of mufasa, and how what he says and does relates. Students will also be instructed to be looking for any similarities between the two, in order to complete the diagram as a group.

1. What are any similarities you see from the first set of clips and the clips featuring Mufasa?
2. While watching these clips what does Mufasa say or do that reflects his style as a ruler? Be specific with actions or quotes used throughout the clips.

4. **Morning Lesson With Mufasa**

5. **The Circle of Life**

10. When the students finish viewing the clips the students will be given class time to complete their diagram. (Diagram sample to the above)
11. After the students have completed the diagram each group will present their diagrams to the rest of the class. The class will engage in a class discussions to share the student’s ideas, and help them build on the ideas of others. To assist the students in the discussion teacher will provide the following guiding questions:

A. Were there any major points that another group included that you didn’t notice, why do you think you missed that point?

B. Was there a point made by another group that you are confused by, or don’t quite understand?

C. Is there anything mentioned by a group that made you think of another point that has not been

When the discussion is complete the teacher will collect them and post the posters the groups created on the walls of the classroom to display the students work.

12. Finally students will be given the following post viewing questions and will be expected to answer them individually on a separate piece of notebook paper. The completed assignment is to be turned in at the end of the class period.

**Higher Order of Thinking Questions:**

**Post Viewing Questions**

1. Which of the characters do you believe facilitated a more successful reign and why?

2. Even though Scar and Mufasa are brothers, their way of thinking is very different, why do you believe this is?

3. Can you think of any historical figures or current political figures that align with the characteristics of either of the characters depicted in the clips?
“Scar reprimanding Zazu for mentioning Mufasa, Something he has made clear was not permitted under his rule”

References:


"The Lion King - I Just Can't Wait To Be King (1080p)." YouTube. N.p., n.d. Web. 05 Apr. 2015.


