

Facilitation Guide



Monologues: Scientists & Artists Wit & Wisdom EOM

EXPERIENCE OVERVIEW

Performing monologues is a fun, academically-aligned, and theater-integrated activity for students to learn more about reading, writing, analyzing, and delivering speeches. As students get older, the study of speeches can also evolve into the practice of debate.

Standards

COMMON CORE STATE STANDARD

CCSS.ELA-Literacy.RI.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.W.3.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.SL.3.4 – Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

NATIONAL ARTS STANDARDS

TH:Cr1.1.3.a – Create roles, imagined worlds, and improvised stories in a drama/theatre work.

Getting Ready

LEARNING OBJECTIVE

- Students will learn about monologues, research scientists and artists to compare and contrast their characteristics, write a monologue from the perspective of a scientist or artist, and finally perform their monologues, sharing feedback with their peers.

ACCESSIBILITY NOTES

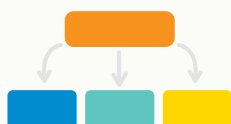
- A graphic organizer is provided for students that will support them later on for independent writing. Consider adding additional sentence stems as needed.

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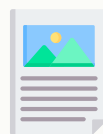
ARTS INTEGRATION MATERIALS



↓
**CONCEPT
MAP**



↓
**VIDEO
PLAYLIST**



↓
HANDOUT



↓
**FEEDBACK
PRINTABLES**

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TEACH

Step One

Step 1: Learn about monologues

First, share with your students that a monologue is similar to a speech and is spoken by one character. A monologue usually has 5 or more sentences spoken by one character while others listen. The character might be speaking to themselves or to one or more other characters in the story. A character might also recite a monologue to the audience.

Compare this definition with the meaning of dialogue.

Next, provide the following example of a monologue. As you read the monologue aloud, ask the students to collect Notice & Wonder notes about the piece:

Abby at the Beach

By Alyssa K (age 13, California, USA)

Hello, my name is Abby and I'm a part of the Klapper family. Every day of my life is basically the same. Wake up. Eat breakfast. Watch the family leave. Lie in the sunshine and chase squirrels. Family comes home. Get some tummy rubs and treats. Eat dinner and go to bed.

But one day, I heard them talking about driving to something called the beach... I didn't know what that was, but then they said three words that made my ears perk up, "Let's bring Abby." I was so excited! I wasn't going to be alone all day again.

I got in the car and jumped into Alysa's lap, ready to go on an adventure. As we were driving there was a powerful fan outside the car window with a lot of smells.

Finally, we get to the thing called the beach. Why haven't they taken me to this before?! The dirt here is soft and warm, and so easy to dig in. There are birds everywhere to chase and chase (huffing and puffing). Alysa is in a big pool of water that looks like it has no end. She's calling me, and suddenly my paws are wet, but it feels so good! Oh no, a big moving wall of water is coming. What will happen if it gets me? I try to run away, but it's too late, and it's all over me. I'm soaking wet. I run back to the dry sand where my family is and shake and shake and shake and shake. Why are they yelling? They must think this is as fun as I do! The day at the beach was the best day ever!

On the way home, I heard them talking about another adventure, called "the veterinarian." I can't wait to see what that is like!



VIDEO TUTORIAL



HANDOUT

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Step Two

Use the following questions to help students analyze the piece:

- *Who is giving this monologue (who is speaking)? How do you know?*
- *What do we learn about the character through this monologue?*
- *How does this monologue compare and contrast to the Scientist and Student dialogue scripts we previously created?*

Step 2: Introduce the assignment

Explain that writing monologues can feel very similar to writing a paragraph. The biggest difference is that monologues are to be performed (beyond just being read aloud). Introduce the assignment to your students and explain that once they are finished writing their monologues will have the opportunity to deliver their monologues to the class in character.

To start, give your students the basic ingredients to include in their monologues:

- Character: Scientist or Artist
- Topic: Why I love to explore the ocean
- Guiding questions: What do I love most about the ocean? How do I use creativity to explore the ocean as a scientist or an artist?

Performance (optional): Select one prop or costume to use when sharing your monologue with the class.

Step Three

Step 3: Learn about Scientists and Artists (and individuals who were both)

Explain to students that one characteristic that scientists and artists both have in common is their ability to think creatively and outside of the box. Scientists must be willing to use their imaginations to find solutions to problems or answers to difficult, answerable questions. Artists, in turn, use their imaginations to create new worlds, characters and communicate ideas and perspectives that others may not have considered previously.

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By exploring with your students how scientists and artists use creative thinking to communicate and solve problems, you empower them to consider themselves as both rather than either or. Many people are encouraged to believe that they are either artists or scientists; creatives or mathematicians. The reality is that individuals can be and are often both. In fact, some of the greatest and most famous artists were also scientists. Think of Leonardo DaVinci, or Maria Sibylla Merian who was a 17th century naturalist, botanist and artist who painted beautiful images of the plants and insects she studied.

Share with your students some examples of the works of artists who were also well-known scientists or mathematicians. As students grow older, some may choose to pursue serious careers in the arts and discover that the arts are naturally connected to math and science. Music, for instance, is often considered as math that you can hear as the structures used to write, play, create and analyze music are all rooted in mathematical equations and concepts. Architects who create beautiful buildings must rely on math and science to ensure that the structures that they build are safe and sound for people to live in.

Have students draw a simple Venn diagram graphic organizer in their notebooks to chart the differences and similarities between scientists and artists. Doing this with your students will make the process of independent writing smoother for them. You may find after discussing the similarities of artists and scientists that your students will write monologues that express their desire to be both.

Step 4: Write your monologues!

Now that students have learned about monologues, explored the differences and similarities between scientists and artists, and also learned about historical individuals who were both, it's time to write their monologues!

- First, model writing a monologue from the perspective of one of the scientists or artists previously studied in the unit.
- Next, allow your students to choose which character they would like to write as: the Scientist or Artist. Give them a 5 sentence minimum length for their piece since these are to be performed, and provide ample time to draft their pieces (use the graphic organizer on the following page).

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- Once your students have written their monologues and you have reviewed them for grammatical and punctuation, give them some time to rehearse and select a prop or costume to use. The use of props and costumes should be optional as we don't want them to turn into a distraction. Again, the focus is on the performance and delivery of the monologue itself.

Step Five

Step 5: Performance, reflection and review

Prior to students' monologue performances, review the Community of Actors norms.

After your students have performed, engage them in the Community Applause feedback routine. Ask them to share one thing about someone else's performance that they liked and why. If you'd like for this to be more anonymous, you can ask your students to write about one performance that they liked and then also write a reflection of their own experiences as a writer and performer.