Instructional Unit:

The Evolution of a Monologue

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Dutchman Creek Middle School
Theatre Arts Grade 6-8
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Task A: Overview of Instructional Unit

This unit uses reader’s theatre and improvisational activities to lead students into the creation and performance of individual character monologues. Through analysis of a fairy tale, collaboration efforts will lead to the analysis of the plot, setting, characters and the creation of a reader’s theatre script derived from the elements of the fairy tale. Following the performances of the reader’s theatre scripts, students will create an original monologue written from their character’s point of view. The unit will culminate with the memorized performances of the student written monologues.

Goal of Instruction

At the conclusion of the unit, the sixth grade students in my theatre arts class will develop a well-defined character through the creation of improvised scenes. Using what they learn about the character through the improvisational activities, students will create a monologue from the character’s point of view and perform it from memory using appropriate clarity, projection, pronunciation, expression, and diction. Mastery will be measured using a rubric.

Target Population Overview

The instructional process will take place at Dutchman Creek Middle School during the 6th grade Theatre Arts class. The sixth grade is comprised of a male population of fifty-one percent, and a female population of forty-nine percent. Fifty-eight percent of the learners are Caucasian. African American students comprise thirty-four percent, six percent is comprised of the Hispanic population, and two percent is of the Asian ethnicity.
Additional Relevant Group Characteristics. The learners participating in the instructional unit are in the sixth grade and enrolled in Theatre Arts for a nine-week period. Most students have had little to no prior experience with the theatre arts. The school overall has above level standardized test scores, been granted the Palmetto Gold Award for three consecutive years for growth in PASS testing, and has been recognized for the prestigious National Schools to Watch award for the 2013-2014 school year. Additionally, the school, which is only seven years old is a “school of choice” with projection numbers indicating capacity will be reached at the close of the 2014-15 school year. Dutchman Creek Middle School is a school students want to attend.

Materials Needed for Instructional Unit

Copies of Fairy Tales
Promethean board
Projector
Student iPads
The app “evernote”
The app “garage band”
Costumes
Costume trunk
Assessments
Peer evaluations
Self-evaluations
Copies of rubrics
Task Analysis

Task 1: Students will read and analyze fairy tales
1.1 Students will determine the plot, setting and characters of the story
1.2 Students will identify character, setting, plot
1.3 Students will define character, setting, plot
1.4 Students will determine the character’s point of view
1.5 Students will complete a character analysis

Task 2: Students will deepen their understanding of a fairy tale character
2.1 Students will determine the character’s setting
2.2 Students will determine the character’s point of view
2.3 Students will determine the character’s relationship to other characters
2.4 Students will demonstrate character voice through improvisational activities
2.5 Students will critique student performed improvisations

Task 3: Students will develop a reader’s theatre script of the fairy tale
3.1 Students will construct and analyze the fairy tale
3.2 Students will identify the narrative voice of the fairy tale
3.3 Students will identify each character’s voice of the fairy tale
3.4 Students will mark the fairy tale to create a reader’s theatre script
3.5 Students will rehearse and perform a reader’s theatre script
3.6 Students will critique reader’s theatre performances
Task 4: Students will write and perform a monologue from the assigned character’s point of view

4.1 Students will create a story synopsis of the selected fairytale based on assigned character’s perspective

4.2 Students will develop and use language appropriate to the role of the character

4.3 Students will write a monologue based on the character’s perspective of the story synopsis

4.4 Students will rehearse and memorize the monologue

4.5 Students will develop and use fundamental vocal and physical techniques in the delivery of the monologue

4.6 Students will critique and evaluate monologues

Performance Objectives

Given a character from a fairy tale, students will define an assigned character through reading the fairy tale, improvisational activities, and reader’s theatre and will identify with the character through creating and performing an original character monologue from memory with 100% accuracy. Mastery of performance attributes (clarity, projection, diction, expression, eye contact) will be measured using a rubric
Lesson 1: The Dissection of a Fairy Tale

Lesson Overview: Students will read a fairy tale and identify the plot, setting and characters in preparation for turning the “tale” into a script

❖ Resources or materials needed:

• Teacher
  o Promethean board
  o A link to the copies of Fairy Tales

• Students
  o iPad and the App “Evernote”
  o Index cards
  o Story Cube Planning Line

Lesson Standard

The student will create improvised scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Lesson Objectives

Given copies of various fairy tales, students will write a synopsis including 3 facts about the plot (beginning, middle, end), 2 different locations of the setting, and a character analysis for each character in the story. Learners will and share their story within a small group setting.

Time: 1 class period – 60 minutes
Step 1 (Pre-instructional Strategies)

- Ask: Who can share a story you used to read or hear as a small child. Give students two minutes to “pair and share”.
- Instruct: Students will recall one story and write a synopsis including the plot, setting, and characters using their iPad evernote app.
- Volunteers will share story synopsis with the class.

Step 2 (Content Presentation)

- Ask: Who is familiar with the fairy tale Hansel and Gretel?
- Students will respond by writing yes or no on ipad and showing response to teacher
- Students will read the fairy tale Hansel and Gretel out loud in class
- Class will identify plot, setting and characters of story
- Students will watch a reader’s theatre presentation of Hansel and Gretel.
- Ask: What is different about the reader’s theatre presentation than the story we read?
- Students respond voluntarily

Step 3 (Learner Participation)

- Students will choose a fairy tale from a hat and congregate with all others who have drawn the same title.
- Using their iPads, students will go to classroom website and click on the fairy tale link and choose the title of the fairy tale
- Students will read fairy tales aloud in their group with each student taking a turn.
- Group members will identify the plot, setting and characters of their story.
• The group will collaborate and complete a story cube planning sheet accessible at: 
  

• Students will identify the plot, setting and characters of the fairy tale and give a 
description for each.

Step 4 (Assessment)

• Students will share information about their fairy tale to the classroom and include the 
  following:
    o Describe the setting and plot of your fairy tale. Include the exposition, conflict, 
      and resolution
    o Describe each character of the fairy tale. Share three descriptive words for each 
      character in the story.

Step 5 (Follow-through activities):

• Name that character/Who Am I? Game. Students will collaborate with their group and 
  construct a descriptive “who am I?” card for each character of their fairy tale.  Students 
  will write a description on the front of the card, the character’s name on the back.

  Example:

  | I am a large, furry animal with big teeth and I’m very hungry. | Big Bad Wolf from Little Red Riding Hood |

Modifications to Lesson for Differentiation

Use fairy tales in native language for non-english speaking students, use google translate or 
lower level examples. group by reading ability level for collaboration work.
Lesson Plan # 2: From Story to Script

Lesson Overview: Students will use the story analysis from previous lesson to create a reader’s theatre script

Resources or materials needed

- Teacher
  - Promethean board
  - Script Cutting Example
- Students
  - Completed Index cards
  - iPad and the app “Evernote”

Lesson Standard
The student will create improvised scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Lesson Objectives
Students will work in a collaborative setting to create a script based on their chosen fairy tale. They will include all basic elements of the plot, setting and major characters. Mastery will be decided using a rubric

Time: 1 class period – 60 minutes
Step 1 (Pre-instructional activities)

- Pass out “who am I” character cards from yesterday’s lesson to students as they arrive to class.
- Play the game “name that character” from the cards students created at the conclusion of the previous lesson
- Teams are the reader’s theatre groups
- Explain the rules of the game by asking for volunteers to read their cards aloud for the class
- First students to “hit the buzzer” using their iPad app, and answers correctly wins a point for their team.
- Winning team is given the privilege of selecting their place in the performances of their script

Step 2 (Content Presentation)

- Describe the process and purpose of “script marking”.
- Take students sequentially through the process have volunteers model steps on board
- Explain the following to the students before starting script marking process:
  - The narrator is the person who tells the story
  - Characters are the people who are in the story. Explain 1st person narrative
  - Character parts appear in the story inside quotation marks
  - Narrator parts appear outside of quotations
  - Non-essential phrases include “he/she said” (etc) and should not included in the script
• Give students information on making cuts and changes to the story to create a script
  
  o Explain: You may make and cuts and changes to your script to make it
livelier, simpler to understand, or easier to perform. But be sure to read
through and check whether everything in the story still makes sense.

  o Ask: What do you think some things are you should cut from the story to
create the script? Give students a chance to respond. Record their answer
on the Promethean board. Answers should include:

  ✓ The lines that tell us “he said” or “she said” are known as “tag
lines” In performance, these seldom do more than break up the flow of
the story and trip up the readers.

  ✓ Leave in the ones that give extra information the audience must
hear. Also leave in ones that an author has used to build rhythm.

  ✓ Long descriptions. Many stories include long sections of narration that
slow the action. These can often be shortened or even removed.

  ✓ Minor characters or scenes. Cutting these can simplify the story and/or
adjust for a small number of readers.

Step 3 (Learner Participation) Students will congregate in the same groups that were
determined in previous lesson. Instruct groups to do the following:

• As a group, students will identify the roles in the story and divide them among
themselves
• Students will go over the story together, deciding who will read what parts
• Students will decide as a group which parts of the text need to be cut
• Using iPads and the app Evernote students will use pencil to cross out cuts and highlighter to feature spoken lines
• Students will rehearse scripts by performing a rehearsal run-through
• Students will record and listen to it as a group and edit as needed and agreed upon

Step 4 (Assessment)

• After group agrees on acceptable recording, students will send link to teacher via email.
• Teacher will evaluate based on rubric found in Appendix A and send comments and suggestions for editing

Step 5 (Follow-through Activities)

• Explain to students the process for performance and evaluation for the upcoming lesson: Reader’s Theatre in Performance
• Review Audience Etiquette rules for observing performances

Modifications to Lesson for Differentiation

Students may underline or italicize words that should be stressed, add commas to delineate phrasing, or insert stage directions to indicate the feeling behind speeches, in addition ESL students who are have not mastered reading at this level, may act as the timer, recorder of live groups, or the sound effects tech person.
Lesson Plan # 3: Reader’s Theatre Performances – The Final Curtain

Lesson Overview: Students will complete reader’s theatre self and peer evaluations and perform their reader’s theatre scripts for the class either live or by sharing their final recording.

Resources or materials needed:
- Teacher
  - Promethean board, projector and pen
  - Rubrics for student assessment Appendix A
- Students
  - Link to self and peer evaluations
  - iPads and the app “Evernote”

Lesson Standard
The student will create improvised scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Lesson Objectives
Students will work in a collaborative setting to perform a script based on their chosen fairy tale including all basic elements of the plot, setting and major characters. Mastery and assessment will be based on a rubric

Time: 1 class period – 60 minutes
**Step 1 (Pre-instructional activities)**

Groups will collaborate and discuss suggestions from evaluated recording and make necessary changes.

**Step 2 (Content Presentation)**

- Students will complete a peer evaluation for members of group and self-evaluation for themselves
- Teacher will review audience etiquette guidelines with students participation
- Teacher will give the winning group of the “Who am I” game first rights to decide their order of the performances
- Teacher will discuss how order of presentations will done and the logistics of the show
  - After winning group decides their performance order, others will be chosen using a lottery process
  - Groups choosing to share their recording will have their link ready to be played on the promethean board
  - Live groups will have a two minute set-up process after the conclusion of the prior group’s performance
    - Performance time is a limit of 3 minutes with a minimum of 2 minutes, as per rubric

**Step 3 (Learner Participation)**

- Students will perform their reader’s theatre presentations for class
- Other students acting as the audience will demonstrate correct audience etiquette.
Step 4 (Assessment)

- Teacher will assess the performances based on the rubric found in Appendix A
- Students will complete peer and self evaluations found in Appendix B

Step 5 (Follow-through Activities)

- Following the conclusion of the performances, students will complete the adjective activity characterization cube where they will assign three colorful adjectives to each character. This will be done in preparation for the improvisation lesson for tomorrow:

Modifications to Lesson for Differentiation

ESL students who have not mastered reading at this level, may act as the timer, recorder of live groups, or the sound effects tech person. Additionally, they could play a minor character, depending on their reading level using suggestions for modification as outlined in previous lesson.
Lesson Plan # 4: Character Improvisations

Lesson Overview: In order to discover a well-defined character, students will participate in improvisational activities based on given character driven scenarios.

Resources or materials needed:

- Teacher
  - Promethean board
  - Improvisational game cards
  - Rubric for student assessment
- Students
  - Story cube template

Lesson Standard

The student will create improvised scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Lesson Objectives

Students will work in pairs to plan an improvisation based on a fairy tale character. They will include all basic elements of the plot, setting and major characters. Mastery and assessment will be based on a rubric

Time: 1 class period – 60 minutes
Step 1 (Pre-instructional activities)

Teacher will read the assigned adjectives from previous lesson for fairy tale characters. Students are to guess which adjectives belong to what character. Following the activity, give the following scenario:  *We know what fairy tale characters do while they are in their story, but have you ever thought about how they go about their daily lives? Do they remain in the same character as pointed out in our adjective activity? What happens when a fairy tale character steps into a real world, a real town and does activities ordinary people do? Acting as your fairy tale character, you will be given a scenario and asked to devise a planned improvisation to present to the class. For a warm-up activity, we will begin with pantomimes and then progress to the improvisational scenarios.*

Step 2 (Content Presentation)

- Tell students: for the remainder of the unit, you will be the same character you represented in the reader’s theatre.
- To begin with, I will read a physical task out loud and you will respond accordingly as that character would for a time period of 15 seconds before the scene changes.
- Explain the rules of the game:
  - Stay in your own space
  - Remain “in character” throughout the activity; no breaking character during transitions
  - No talking permitted but emotions encouraged! Think “larger than life”
  - Objects must stay consistent or the same size through-out the activity
  - Tell a story through your pantomime
Step 3 (Learner Participation)

- **Ask:** Are you ready to get in character? From this point through the end of class, you will take on the characteristics of your fairy tale character. I am going to read a list of scenarios out loud, you will pantomime the action as your character would:

  - Building a campfire
  - Training a dog to sit
  - Learning to swim
  - Planting a garden
  - Setting a table
  - Watching an exciting sporting event on tv
  - Paddling a canoe
  - Trying to stay protected during a severe storm
  - Painting a room
  - Stranded in a snowstorm
  - Playing a baseball position
  - Walking a large dog
  - Writing a letter, sealing it, stamping it
  - Carrying several heavy boxes
  - Changing a flat tire
  - Walking though mud
  - Driving through a snow storm

- **Ask:** Now that we know what your character would do in certain situations, we will now explore not only their physical actions, but what they would say in certain situations too. Before we do that, however, who can remind me what the difference is between improvisation and pantomime?

- **Students will respond until a collection of answers match the correct answer:**
  Improvisation is performing without (much) rehearsal or a script

- **Review the rules of improvisation with students.** Give them opportunity to recall the rules. Ask for volunteers to demonstrate a scenario that contains a rule breaker. Any rules omitted from students responses should be modeled and reviewed
Rules of Improvisation:

- Always agree with what your cast mates say, then add to the story line.
- Don't Try To Be Funny…if you follow the story line, always agreeing and adding to what’s being said, humor will happen on it’s own.
- Have ENERGY—always put as much energy into a character as possible, even those characters that lack energy.
- Forget your game plan. Even when you have time to prepare for your improv, you may have to scratch your agenda and go with the flow!
- Add as much action (remember pantomime) to your words. This will make the scene more believable and much more entertaining.
- Tell a story. Be sure to describe your character by talking about your setting, the situation, and bringing your thoughts and feelings alive through action.

• Now that we have the basics of improvisation down, let’s begin the activity!
• Pair students together by picking out their character names out of a hat.
• Explain to students they will have ten minutes to brainstorm ideas for their improvisation.
• Assign pairs an improvisational scenario. They will have ten minutes to brainstorm and complete a “story cube” that will outline their story line of the improvisation. Story cubes can be found by clicking on the following link:
  
• Remind students that all story lines in an improvisation include a beginning, conflict and a resolution. Additionally remind them that they should remain as their fairy tale character throughout the performance.
Step 4 (Assessment)

The students will be given 10 minutes to complete story cubes which will be turned in for evaluation based on rubric found in Appendix C. The story cube template can be found by clicking on the following link:


Step 5 (Follow-through Activities)

- Ask for a volunteer and model an example of an improvisational duo using fairy tale characters with the volunteer
- Briefly pull the volunteer to the side, give him three improvisational scenarios to choose from, and explain he will play his character’s fairy tale and you will play the character Goldilocks from the three bears.
- This activity will initiate excitement for tomorrow’s lesson

Modifications to Lesson for Differentiation

ESL students who are have not mastered speaking English efficiently, may do an improvisational pantomime. Explain the lesson using google translate. Students will type their story cube into google translate and email transcript to the teacher.
Lesson Plan # 5: Character Improvisations

Lesson Overview: In order to develop a well-defined character, students will perform an improvisation based on a given scenario.

Resources or materials needed:

- Teacher
  - Promethean board
  - Improvisational game cards
- Students
  - Story cube template

Lesson Standard

The student will perform improvised scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

Lesson Objectives

Students perform an improvisation based on a given scenario from a fairy tale character’s point of view. They will include all basic elements of the plot, setting and major characters. Mastery and assessment will be based on a rubric.

Time: 1 class period – 60 minutes
**Step 1 (Pre-instructional Activities)**

- Ask for a volunteer and model (another) example of an improvisational duo using fairy tale characters.
  - Briefly pull the volunteer to the side, give him three improvisational scenarios to choose from, and explain he will play his character and you will play the character of the wicked witch from Hansel and Gretel.

**Step 2 (Content Presentation)**

- Review the rules of improvisation.
  - Always agree with what your castmates say, then add to the story line
  - Don't Try To Be Funny…if you follow the story line, always agreeing and adding to what’s being said, humor will happen on it’s own.
  - Have ENERGY—always put as much energy into a character as possible, even those characters that lack energy
  - Forget your game plan. Even when you have time to prepare for your improv, you may have to scratch your agenda and go with the flow!
  - Add as much action to your words. This will make the scene more believable and much more entertaining.
  - Tell a story that includes a beginning, middle and end

- Explain to students that now the basics of improvisation have been reviewed, it’s time for the performances to begin!
Step 3 (Learner Participation)

• Students will be given 10 minutes to review teacher comments on the story cubes and rehearse their scene before performances begin

Step 4 (Evaluation)

• Students will perform their improvisations. A timer will make sure pairs are within time limits (45 second-90seconds) Mastery will be determined by the rubric found in Appendix C.

Step 5 (Follow Through Activities)

• Using the voice and characteristics of the Witch from Hansel and Gretel, deliver a monologue “defending your actions” as you plotted to eat the 2 children. This will ignite excitement for tomorrow’s lesson

Modifications to Lesson for Differentiation

ESL students who are have not mastered speaking English efficiently, may do an improvisational pantomime. Explain the lesson using google translate, and have them type their story cube into google translate and email transcript to the teacher, or providing there is enough time, teacher can review before class ends
Lesson Plan #6: Character Monologues

Lesson Overview: Students will demonstrate their understanding of the basic concepts of script writing by creating and performing a 30-45 second monologue based on their fairy tale character’s point of view.

Resources or materials needed:

- Teacher
  - Promethean board
  - Rubric
  - Large trunk placed in the middle of the room
  - Various costumes and pieces of material
- Students
  - iPads and the app “evernote”
  - Student Checklist for monologue writing

Lesson Standard

- The student will create improvised scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.
- The student will develop acting skills that allow him or her to portray a variety of characters in both improvised and scripted dramatic presentations.
Lesson Objectives:

Students will create a monologues based on their character’s point of view Mastery will be based on a rubric

Time: 1 class period – 60 minutes

Step 1 (Pre-instructional activities)

Dressing as the Wicked Witch (from “Hansel and Gretel) speak in a voice and behave as the character would while explaining the monologue writing activity to the students. In the middle of the room will be a large “trunk” or “carpet bag”. Instruct students they will have 15 minutes to put together a costume for the fairy tale character they represent.

Step 2 (Content Presentation)

Once the students are attired, tell them it’s time to show off their new ensemble, however before they do, they need to gather and record their thoughts. They will be introducing themselves to the audience explaining the dilemma or problem they encounter during the fairy tale they appear.

Remind them of the “What am I” game. Their goal is to create a monologue in such a way that students can easily identify who they are portraying during the performance. The monologue must contain a beginning, middle (conflict) and an end (resolution)

Step 3 (Learner Participation)

Students will have 20 minutes to prepare their monologues. Following the 20 minutes, they will have 10 minutes for a “pair and share” session and rehearse their monologue in front of their
partner. At the two-minute warning, ask students to give their final “performance” for their partner for evaluation. Partner will evaluate and complete a peer assessment based on the rubric found in Appendix D

**Step 4 (Assessment)**

Students will complete peer evaluations for their partner based on their final performance. Students will read the evaluations and make the appropriate changes. Edited “scripts” will be turned in for teacher evaluation

**Step 5 (Follow-through Activities)**

Explain that although the plot is important, without believable characters, even the best plot won’t keep an audience engaged and entertained. Although stories usually contain the same types of characters (heroes, heroines, villains, etc.), it is the details about the characters and their unique traits that make them interesting and great, and make the story exiting. Explain to students they will be performing their monologues on the Monday following the conclusion of the unit. Monologues will be memorized. Students will have opportunities to record the monologue during tomorrow’s lesson and will take the written and recorded monologues home to help with memorization

**Modifications to Lesson for Differentiation**

Other options to identify a student’s understanding of their character:

- Create a “Sound Scape” that represents a character’s “inner life”
- Create a collage of images that represents a character life perspective
Lesson Plan #7: Character Monologues – The Dress Rehearsal

Lesson Overview:
Students will demonstrate their understanding of characterization by performing their monologue for their peers using an audition format.

Resources or materials needed:

- Teacher
  - Promethean board
  - iPad for recording
  - Rubric for assessment
- Students
  - iPad
  - Copies of monologues

Lesson Standard: The student will develop acting skills that allow him or her to portray a variety of characters in both improvised and scripted dramatic presentations.

Lesson Objectives:
Students will perform an original monologue based on a fairy tale character. Mastery will be determined using a rubric.

Time: 1 class period – 60 minutes
Step 1 (Pre-instructional activities)

Perform a student written monologue from previous lesson’s submission. Perform a performance lacking appropriate delivery and one that includes all elements of acceptable monologue delivery. Discuss with students the difference between the two delivery methods.

Step 2 (Content Presentation)

- Students will take 20 minutes to review teacher recommendations for monologues submitted during previous lesson.
- Students will make necessary changes and write final draft of monologue and submit for teacher review.
- Once the monologue is approved for performance, students will take remaining time for rehearsal and memorization.
- Monologues written by students already approved may begin the rehearsal and memorization process in the following manner:
  - Review character movement questions (addressed in a previous unit)
    - What is my posture like?
    - How do I walk?
    - What will I do with my hands?
    - What are my distinctive facial expressions?
    - Are my gestures large and wide, or small and contained?
    - Do I have a master gesture?
    - How subtle are my gestures?
    - What are the rhythm and tempo of my movements?
✓ Do I have a clear leading center?
✓ Do I enjoy moving?
✓ Do I have any difficulty moving?
✓ How does emotion affect my movements?
✓ How do my movements reveal what I am thinking or feeling, even if my words say something else?
  o With any time remaining rehearse monologues through pair and share.

Step 3 (Learner Participation)
  • Review character movement questions (addressed in a previous unit and listed above)
  • Explain to students that monologue performances will be done through the audition format. Explain the following performance techniques with students having students pantomime the following activities in their personal space:
    o Walk into the audition space with confidence
    o Stop, pause, and look at the audience for a moment
    o Give your name, the character’s name, the name of the play or story from which the scene was taken, the author’s name, and any background or information the audience may need to understand what’s going on.
    o Take a moment to focus on yourself
    o Imagine the environment of the scene and what the other characters are doing.
    o Take a deep breath and begin
**Step 4 (Assessment)**

- Students will congregate in their original Reader’s theatre groups, draw a number and perform monologues in that order for each other.
- Students will complete performance peer assessments with the goal of helping their group members improve their monologue delivery.

**Step 5 (Follow-through Activities)**

- Students will read peer assessments making appropriate changes to the delivery of their monologue.
- Students will pair and share their monologues for the purpose of recording. Students will record their partner’s monologue as it is being performed.
- Students will use iPads to listen to monologues at home to help with memorization.
- Students will be reminded that monologues will be performed on Monday using the audition format and assessed according to the monologue rubric found in Appendix.

**Modifications to Lesson for Differentiation**

Other options to identify a student’s understanding of their character:

- Create a “Sound Scape” that represents a character’s “inner life”
- Create a collage of images that represents a character life perspective
e- Perform a pantomimed scene from their character’s point of view
# Appendix A – Reader’s Theatre Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>Exemplary 5 – yes</th>
<th>Accomplished 3 – yes, but</th>
<th>Beginning 1 – no</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Script</strong></td>
<td>20%</td>
<td>Script includes all major elements and characters of the original fairy tale</td>
<td>Script includes the majority of the major elements of the plot and characters of the original fairy tale</td>
<td>Script does not include many elements of the plot and characters of the original fairy tale</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>15%</td>
<td>Always speaks loudly, slowly, and clearly Correct pronunciation and emphasizes correct words Delivery is with appropriate emotion</td>
<td>Usually speaks loudly, slowly, and clearly Correct pronunciation; word emphasis is limited Delivers with appropriate emotion most of the time</td>
<td>Speaks too softly or too rapidly; mumbles Incorrect pronunciation on words no emphasis on words Little to no emotion during line delivery</td>
</tr>
<tr>
<td><strong>Acting</strong></td>
<td>20%</td>
<td>Consistently makes characters believable through appropriate vocal delivery</td>
<td>Character is made believable most of the time through appropriate vocal delivery</td>
<td>Character is not made believable and vocal delivery is monotone and not believable</td>
</tr>
<tr>
<td><strong>Interaction with other characters</strong></td>
<td>15%</td>
<td>Good interaction with other characters responds appropriately to other's lines</td>
<td>Adequate interaction with other characters responds appropriately most of the time to other's lines</td>
<td>No interaction with other characters, reads lines rather than delivers them.</td>
</tr>
<tr>
<td><strong>Pacing</strong></td>
<td>10%</td>
<td>Lines delivered at the appropriate pace, depending on the story line. Performance within the time limit of 2-3 minutes</td>
<td>Lines performed well, but some parts may be rushed or dragged in some parts. Performance within the time limit of 2-3 minutes</td>
<td>Lines delivered at one pace with little or no excitement. Performance was not within the time limit of 2-3 minutes</td>
</tr>
<tr>
<td><strong>Appropriateness</strong></td>
<td>10%</td>
<td>Story is easily understood and developmentally appropriate for audience</td>
<td>Most of the story is understood and developmentally appropriate for audience</td>
<td>Story is difficult to follow and developmentally inappropriate for audience</td>
</tr>
<tr>
<td><strong>Audience Etiquette</strong></td>
<td>10%</td>
<td>Student is a model audience member during other performances</td>
<td>Student is a model audience member during the majority of other performances</td>
<td>Student does not exemplify appropriate audience etiquette during other performances</td>
</tr>
</tbody>
</table>

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Appendix B Peer Evaluation

Write the name of each of your group members in a separate column in the order they appear in your reader’s theatre script. In the last row, write your name and the name of your character.

For each person, including yourself, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree).

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Group Member Name/ Character</th>
<th>Group Member Name/ Character</th>
<th>Group Member Name/ Character</th>
<th>Your Name/ Your Character’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stay focused during the rehearsal time</td>
<td>1-4</td>
<td>1-4</td>
<td>1-4</td>
<td>1-4</td>
</tr>
<tr>
<td>Contributes meaningfully to the group rehearsals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acted out the part assigned to the best of his/her ability.</td>
<td>1-4</td>
<td>1-4</td>
<td>1-4</td>
<td>1-4</td>
</tr>
<tr>
<td>Demonstrates a cooperative and supportive attitude.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributes significantly to the success of the project.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Feedback on Team Dynamics: Answer the following questions

1. On a scale of 1-5, how effectively did your group work? (one is not effective at all, 5 is very effective)

2. Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain

3. What did you learn about working in a group from this project that you will carry into your next group experience?
## Appendix C Improvisation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Needs Improvement</th>
<th>Adequate</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea and Plot</td>
<td>Focus is not clear. There is a beginning but no development of the plot/story line. Imagination is missing.</td>
<td>The focus is sometimes clear. There is a beginning and a middle, but the ending needs to be further developed and include a definitive resolution</td>
<td>A clear story is told through a strong beginning, middle and end. The scene is imaginative. The scene has a clear focus.</td>
</tr>
<tr>
<td>Acting</td>
<td>Characters are simplistic. Actor movement and voice are often present. Actors are unfocused.</td>
<td>Characters are beginning to be different from the actors. Actors begin to respond to each other.</td>
<td>The characters are interesting and respond to each other. The actors work together-sharing and listening. Characters are believable.</td>
</tr>
<tr>
<td>Staging</td>
<td>There is no movement. Gestures are actors, not characters.</td>
<td>The movement is character driven some of the time, but not consistently. The actors limit the use of the stage.</td>
<td>Blocking is well-motivated, purposeful and character driven</td>
</tr>
<tr>
<td>Creativity/</td>
<td>The scene lacked direction and creativity</td>
<td>The scene had moments of creativity, but lacked direction</td>
<td>An Award Winning Performance! The scene has direction and tells an exciting story!</td>
</tr>
<tr>
<td>Overall Effect</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix D: Monologue Performance

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Needs Improvement</th>
<th>Good</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Memorization</strong></td>
<td>Knows the monologue well; has obviously practiced telling the story; uses no notes; speaks with confidence</td>
<td>Knows the monologue fairly well; uses notes; is fairly confident in the monologue delivery</td>
<td>Monologue is not memorized and little rehearsal time has gone into the performance.</td>
</tr>
<tr>
<td><strong>Projection</strong></td>
<td>Always speaks loudly, slowly, and clearly. Correct pronunciation of all words</td>
<td>Usually speaks loudly, slowly, and clearly. Correct pronunciation of all words</td>
<td>Speaker is difficult to hear and understand. More than one word is mispronounced.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Monologue is delivered with appropriate emotion and creates a believable character</td>
<td>Monologue is delivered with adequate emotion and creates a believable character</td>
<td>Monologue is delivered with no emotion and character is not believable.</td>
</tr>
<tr>
<td><strong>Audience Interaction</strong></td>
<td>Audience is engaged and attention is held throughout the monologue</td>
<td>Audience is engaged and attention is held for the majority of the monologue</td>
<td>Audience is not engaged and attention is not held for any part of the monologue.</td>
</tr>
<tr>
<td><strong>Timing/Rhythm</strong></td>
<td>Monologue is told at the appropriate pace, depending on the story line.</td>
<td>Monologue is told well, but some parts were rushed or rhythm and tempo of piece slightly off.</td>
<td>Monologue lacks rhythm and tempo, is either too fast or drags.</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Performer introduced themselves, the character they played and the name of the fairytale with energy, clarity, and projection</td>
<td>Performer introduced themselves, the character they played and the name of the fairytale but lacked energy, clarity, or projection</td>
<td>Performer did not introduce themselves, the character they played, or the name of the fairytale.</td>
</tr>
</tbody>
</table>