

CHANGEMAKER RESEARCH & MONOLOGUE
For students in 2nd grade
Developed by Grace Brown, Barringer Academic Center, 2005

OVERVIEW:

Students explore the heritage of others in their family or community by researching the lives and accomplishments of various Carolina Changemakers – and depicting these individuals in monologues.

OBJECTIVES:

- Social Studies 1.02 - Demonstrate responsible citizenship in the school, community, and other social environments.
- Social Studies 1.03 - Analyze and evaluate the effects of responsible citizenship in the school, community, and other social environments.
- Social Studies 1.04 - Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.
- Social Studies 3.01 - Compare similarities and differences between oneself and others.
- Social Studies 3.03 - Compare similarities and differences among cultures in various communities.
- Social Studies Competency Goal 4: The learner will exhibit an understanding of change in communities over time.
- Language Arts 4.04 - Use oral communication to identify, organize, and analyze information.
- Language Arts 4.05 - Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.
- Language Arts 4.06 - Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).
- Theater Arts 2.01 - Assume a variety of roles, cast by the teacher, that reflect upon community experiences.
- Theater Arts 2.02 - Demonstrate various characters, ideas and emotions through gestures, movement and voice.
- Theater Arts 2.03 - Assume the role of a variety of real and non-real characters.
- Theater Arts 2.04 - Utilize improvisation skills to make verbal and nonverbal character choices in the dramatic process.
- Theater Arts 2.05 - Experiment with vocal expression and character traits to portray real and non-real characters.

TIMEFRAME:

This assignment should span two weeks. The first week is dedicated to research and drafting of the monologue. The second week involves monologue revisions and presentation rehearsal.

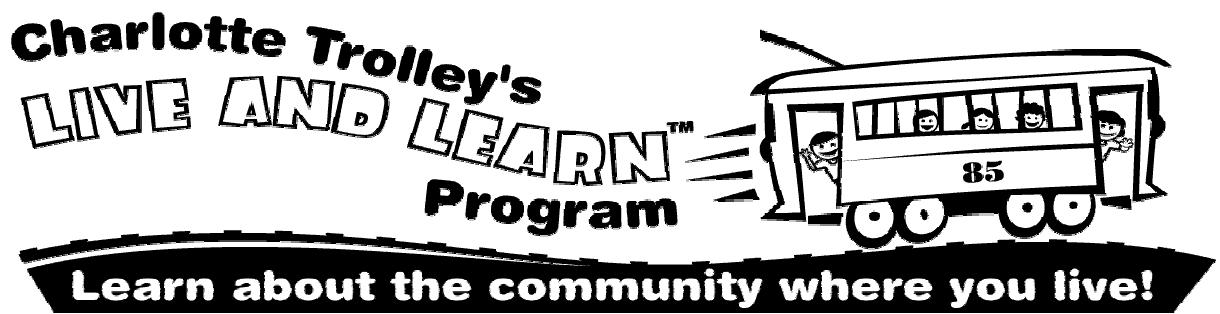
MATERIALS:

- Charlotte history books
- Internet access to the Charlotte Trolley (www.charlottetrolley.org); the Public Library (www.cmstory.com/history); the Charlotte Chamber (www.charlottechamber.com)
- Script development pointers (see attached)
- Costume & prop box (includes various hats, smocks, jackets that students might use to develop their characters)

TEACHER INPUT:

Assign students to specific individuals or industries (e.g. Banking, Retail, Food Manufacturing, Textile Manufacturing, Construction/Development, Utilities, Communications, Health Services). Students should choose one Changemaker – a person to “bring to life” by writing a monologue to include the major events of their life and how they helped Charlotte change over time. The monologue should be 1-2 minutes long. Students should memorize their monologues for a presentation to the class. Students can be encouraged to use costumes, make-up, voice and gestures to help create their characters.

ASSESSMENT: Students will rehearse in small groups and perform their Changemaker monologues for the class. Teacher will assess students' scripts and presentations using the attached rubrics.



Changemaker Monologue Script Development Pointers

A monologue is a dramatic or comic speech given by one person to an audience. Think of your monologue as an informal talk telling the audience about your assigned area of business and commerce in Charlotte.

SELECTING A CHARACTER: Select your Changemaker to “bring to life” as an authority on Charlotte business. Speak as if you ARE the Changemaker. You can be someone famous or just an “everyday” person who has watched Charlotte change. Your monologue can include information on your Changemaker’s life, but **IT IS MORE IMPORTANT TO TEACH US SOMETHING ABOUT HOW BUSINESS IN CHARLOTTE HAS CHANGED.**

HOW LONG SHOULD YOU TALK? Your monologue should be about 2 minutes long.

WHAT SHOULD YOU SAY? Focus on one period of Charlotte’s history or several decades. Tell your audience why your business was important to the growth of Charlotte. How did your business change over time?

REMINDERS FOR YOUR MONOLOGUE:

- Use “I” when speaking.
- Use a conversational tone of voice (NOT a lecture).
- Enhance your monologue with a special accent or gestures.
- Find props or a costume to fit your character.
- Turn in a copy of your monologue.
- Memorize your speech for your presentation.