



## CHANGEMAKER RESEARCH & MONOLOGUE

For students in 3rd 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 2.03 - Describe similarities and differences among communities in different times and in different places.
- Social Studies 3.01 - Analyze changes that have occurred in communities past and present.
- Social Studies 3.02 - Describe how individuals, events, and ideas change over time.
- Language Arts 4.02 - Use oral and written language to present information in a sequenced, logical manner; share information and ideas; recount or narrate; answer open-ended questions; report information on a topic; explain own learning.
- Language Arts 4.06 - Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.
- Theater Arts 1.02 - Recognize the beginning, middle and end of a story.
- Theater Arts 2.02 - Utilize vocal expression to explore thoughts and feelings of real and non-real characters.
- Theater Arts 2.06 - Demonstrate ideas and emotions using gestures, blocking and movement.
- Theater Arts 5.02 - Justify the need for simple props and costumes to support the character or story.
- Theater Arts 5.03 - Choose vocal expression and movement to support the playing of a character.
- Theater Arts 5.04 - Utilize information about character traits derived from text.
- Theater Arts 5.06 - Identify parts of a story that can be utilized as dialogue or narration.

### 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](http://www.charlottetrolley.org)); the Public Library ([www.cmstory.com/history](http://www.cmstory.com/history)); the Charlotte Chamber ([www.charlottechamber.com](http://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:

Teacher should 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. Extension: Group students into small groups and ask the groups to develop skits where their Changemakers interact.

**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.