

Taller Tales

Fifth Grade + ELA

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Drama
Monologue
Character

MSCCR STANDARDS

CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.ELA-LITERACY.2.5.3 Write narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

MSCCR CREATIVE STANDARDS

TH:Cn11.1.5.a Investigate historical, global, and social issues expressed in drama/theater work.

TH:Cr2-5.a Devise original ideas for a drama/theatre work that reflect collective

inquiry about characters and their given circumstances.

TH:Re8.1.5.c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

MSCCR CREATIVE STANDARDS Contd.

TH:Cr.3.1.5.a Revise and improve an improvised or scripted/ drama/ theatre work through repetition and self-review.

TH:Pr6.1.5a Present drama/theatre work informally to an audience.

DURATION

Three Class Periods (75 minutes each)

OBJECTIVE

TSW use hyperbole to compose a tall tale.
TSW conduct a short research project and use multiple sources to investigate a topic.
TSW sequence ideas logically when reporting on a topic.

TSW compose a monologue that reflects a historical figure.

TSW use the effects of vocal intonation to present a monologue informally.

MATERIALS NEEDED

Papers
Pencils

VOCABULARY

Monologue
Tall tale
Character
Hyperbole/exaggeration
Historical Figure

RECOMMENDED RESOURCES

Chromebooks/ computer lab for character research

Teacher example monologue (recommended to be pre-written before the lesson).

LESSON SEQUENCE

Introduction

- TTW begin by asking the students if they have ever heard of Paul Bunyan. The student will volunteer answer to this question.
 - TTW ask the students who Paul Bunyan was. Then the students will volunteers answers.
- TTW explain that Paul Bunyan is a legendary character who appears in American folklore, further explaining that Paul Bunyan is featured in many tall tales, which are stories with unbelievable elements and exaggeration.
 - TSW watch a “A Brief Introduction to Tall Tales” video found at https://www.youtube.com/watch?v=3w3z_js4kbU
 - TTW stop the video on the prior knowledge slide. The students will then discuss the three questions with their groups/partners.
- TSW watch the rest of the video and watch the “Paul Bunyan” video found at <https://www.youtube.com/watch?v=CzKKoHvXn0>.
 - As the students watch the video, they will think about how the elements of a tall tale as presented in the video are present in this story.
- TTW engage the students in a discussion about the elements of a tall tale as they were presented in the Paul Bunyan video.
 - The teacher will place emphasis on the use of hyperbole in the video.
 - The teacher will explain to the students that hyperbole is a type of figurative language in which a speaker or writer uses extreme exaggeration.
 - The teacher and the student will discuss where they saw hyperbole in the video.

Transition

- TTW introduce the students to monologue.
 - TTW explain to the students that a monologue is a long speech one actor in a play or movie gives.
 - TTW tell the students that actors who give monologues, do so as certain characters.
 - The teacher and the students will review what a character is.
- TTW explain to the students that during a monologue, the character acts as a narrator who tells about events from their point of view.
 - TTW further explain to the students that since a character giving a monologue is only describing events from their perspective, the narrator may use hyperbole to exaggerate the events about which they are speaking.
- TTW ask the students to tell her what a historical figure is.
 - TSW offer responses to the questions.
 - TTW explain that historical figures are people who contributed to the history of our country, and, like the characters of tall tales, they often seem larger than life.
- TTW pretend to be an American historical figure of the teacher’s choice and will deliver a monologue pretending to be the historical figure. The monologue will use elements of a

tall tale (exaggeration, larger than life, etc.) to tell about the accomplishments of the historical figure.

- TT and TSW discuss the monologue the teacher just delivered to the class.
 - TT and TSW discuss how TT used the elements of a tall tale to portray a “larger than life” American historical figure.
- TTW review with the students how using proper fluency, body language, and facial expression can make a monologue more informative and engaging for an audience.
 - TT and TSW discuss how TT used these component in TT’s monologue.

Description

- TSW choose an American historical figure that they want to portray as the hero from a tall tale (ex. Rosa Parks, Martin Luther King, Jr., George Washington, Ronald Reagan, etc.)
- Once the students have chosen their historical figure, they will research the accomplishments of this individual.
 - TSW decide what thing this individual accomplished that they want to express in their monologue.
- TSW write their monologue, assuming the role of the historical figure they are portraying.
 - In their monologue, TSW write about the things their character accomplished in the manner that a character from a tall tale would tell their accomplishments, including exaggeration/hyperbole, characteristics that make their character seem larger than life, humor, and a setting that reflects America.
- TSW practice presenting their monologues with a partner.
- TSW present their monologues to the class.
 - As the students present, they will use proper fluency, facial expression, and body language to convey the ideas they are presenting.

EXTENDED LEARNING ACTIVITIES

The students can bring costumes and props the days they present and dress up as their tall tale Character.

SOURCES

[https://artsedge.kennedy-center.org/educators/lessons/grade-5/Tall Tales Today](https://artsedge.kennedy-center.org/educators/lessons/grade-5/Tall_Tales_Today)

TIPS + FREQUENTLY ASKED QUESTIONS

- Before beginning the activity, set clear guidelines for what is meant by “historical figure.” Explain to TS that there is a difference between a historical figure and a pop culture figure and that they must choose someone who contributed to American history in a positive way.
- Give TS a time limit on presenting their monologues, a time on writing them, and a minimum/limit on how long the monologue must be. (Also take into account if you, the teacher, want the students to present reading off of the paper, or from memorization.