

Compare & Contrast Monologue

7th Grade ELA and Drama

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Drama
Monologue

OBJECTIVES

Students will be able to compare and contrast a text to the audio, visual, or multimedia version.

Students will be able to identify elements of a well-delivered speech.

Students will be able to analyze how the delivery of a speech affect the impact of the words.

Students will be able to select, analyze, and interpret text for presentation.

Students will be able to develop and refine artistic techniques and work for presentation.

DURATION

3 class periods or 2 full block

RECOMMENDED RESOURCES

1. MLK "I Have A Dream" - Written text: <https://www.archives.gov/les/press/exhibits/dream-speech.pdf> - Video: <https://www.youtube.com/watch?v=vP4iY1TtS3s>

2. Speech Archives - <http://www.americanrhetoric.com/>

3. Annotations Slideshare - How to annotate a script to prepare it for performance - <https://www.slideshare.net/rebecca64/script-annotation>

4. Top 5 Acting Exercises for Drama Students - Exercises to prepare the students for public performance - <https://www.theatrefolk.com/blog/top-5-acting-exercises-drama-students/>

MSCCR STANDARDS

RI.7.7 - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)

MSCCR CREATIVE ARTS STANDARDS

TH: Pr4.1.7 - Select, analyze, and interpret artistic work for presentation.

TH: Pr5.1.7 - Develop and refine artistic techniques and work for presentation.

MATERIALS NEEDED

1. Printer
2. Copy paper
3. Pencils
4. Projector and speakers
5. Large poster paper
6. Class set of chromebooks or compute lab

VOCABULARY

Annotate

LESSON SEQUENCE

Day 1 - Bell work: “What makes a good public speaker? (politician, coach, tv announcer)”

Master read a copy of MLK’s “I Have A Dream” speech.

Bellwork: “What makes a good public speaker? (politician, coach, tv announcer).” Master read a copy of MLK’s “I Have A Dream” speech. Break the students into small groups and explain that they will now view the speech, and they will compare and contrast the text version to the video. Share group answers with the class.

Exit Ticket: “Would you rather read, listen to, or watch a speech? Why?”

Day 2 - Bell work: “Would you consider yourself a good public speaker? Why or why not?”

As a class, choose two other short speeches and list the elements of a good speech delivery. Add these to a master class list.

Bellwork: “Would you consider yourself a good public speaker? Why or why not?” As a class, choose two other short speeches and list the elements of a good speech delivery. Add these to a master class list. Go through the annotations slideshow and brainstorm other cues to mark on your written speech (script). (For example, hand gestures, voice inflections, pauses, movement). Have students go to the speech archives page and choose a speech to prepare. Begin annotating and rehearsing their speeches.

Exit Ticket: “What is the purpose of annotating a speech?”

Day 3 - Bell work: “How would you annotate this speech excerpt to prepare it for performance?” - Provide a portion of a speech of your choice for them to annotate.

Review classroom expectations and how they pertain to the acting warm up exercises.

Bellwork: “How would you annotate this speech excerpt to prepare it for performance?” (Provide a portion of a speech of your choice for them to annotate). Review classroom expectations and how they pertain to the acting warm up exercises. As a class, choose two acting exercises to help prepare for the performances. Provide these resources electronically for students to use and explore later. Rehearse and revise the speeches and make changes to annotations as needed. Review appropriate audience behavior and perform the speeches.

Exit Ticket: “What was the best speech you heard today and why?”

EXTENDED LEARNING ACTIVITIES

Students can peer evaluate other speeches.

SOURCES

1. MLK “I Have A Dream” - Written text: <https://www.archives.gov/les/press/exhibits/dream-speech.pdf>

Video: <https://www.youtube.com/watch?v=vP4iY1TtS3s>

2. Speech Archives - <http://www.americanrhetoric.com/>

3. Annotations Slideshare - How to annotate a script to prepare it for performance - <https://www.slideshare.net/rebecca64/script-annotation>

4. Top 5 Acting Exercises for Drama Students - Exercises to prepare the students for public performance -



MISSISSIPPI STATE UNIVERSITY
MERIDIAN



TIPS + FREQUENTLY ASKED QUESTIONS

1. Show the students how to navigate the speech archive page or have pre-selected speeches ready to choose from.
2. If students do not have access to a printer for their speeches, instruct them on how to copy and paste the speeches in a separate document, so they may work with them.
3. Be sure to clearly review classroom expectations and outline the consequences for unexpected behavior before the games and performances.