

Biography • Overcoming Obstacles • Expository Writing •  
Monologue • Theatre



Embody a historical figure with monologue!

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Idea Contributed by Carolynn Stoddard

Students will act out in first person a chosen biography, focusing on their life, hardships, and triumphs.

**Essential Question:**

How can acting increase comprehension of social studies topics?

**Process**

- Students will be assigned one of the 5<sup>th</sup> grade curriculum biographies.
- After researching and familiarizing themselves with the person, they will write a monologue reflecting on that person's life in first person.
- In their monologues, students should retell the big life events of the biography and be sure to mention the biographical focus (for example: Abraham Lincoln's role in the Civil War).
- Students will then act out the biography for the class (time-permitting).

**Assessment**

- The student will accurately depict the life events of their historical figure in their monologue.
- The student will act in a manner in which they portray their historical figure accurately.
- The student will take the presentation seriously.
- The student will make a costume or use a prop, as appropriate.
- The student will research information to better help them understand their historical figures' struggles.

**Materials**

- Biography books
- Laptops
- Paper
- Pencil
- Props from home (depending on when they perform)

**Vocabulary**

**Theater**

Dramatic literature or its performance; drama

**Expository Writing**

Serving to set forth, demonstrate, or explain

**Biography**

An account of someone's life written by someone else.

**Classroom Tips**

This is great for small group or individual work, and easily differentiated.

**Common Core Georgia Performance Standards**

**ENGLISH LANGUAGE ARTS**

**GRADE 5**

**ELACC5RL1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**ELACC5RL6:** Describe how a narrator's or speaker's point of view influences how events are described.

**ELACC5W1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**ELACC5W7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**Georgia Performance Standards**

**SOCIAL STUDIES**

**GRADE 5**

**SS5H1:** The student will explain the causes, major events, and consequences of the Civil War.

**SS5H3:** The student will describe how life changed in America at the turn of the century.

**SS5H4:** The student will describe U.S. involvement in World War I and post-World War I America.

**THEATER**

**GRADE 5**

**TAES5.2:** Developing scripts through improvisation and other theatrical methods

**TAES5.3:** Acting by developing, communicating, and sustaining roles within a variety of situations and environments

**TAES5.7:** Integrating various art forms, other content areas, and life experiences to create theatre

**National Standards**

**THEATER**

**Standard 2:** Acting by assuming roles and interacting in improvisations.

**Standard 5:** Researching by using cultural and historical information to support improvised and scripted scenes.