



***The Journey Upward* Lesson Plan: Research, Writing and Performing an Object Monologue**

Location of “The Journey Upward”

Gateway to Space

Overview of “The Journey Upward”

The Journey Upward mural is an artistic interpretation of the region’s history and culture from prehistoric times to today and beyond. Below the mural are four touchscreen tablets (one tablet for each of the eras depicted). Each tablet presents visitors with an interactive timeline and short interpretive descriptions of items/objects found in the mural.

Lesson Overview

This lesson plan/unit could be used independently or to prepare for (or to extend the learning after) a visit to Spaceport America. It can be used by teachers or parents wishing to make the Spaceport visit a richer learning experience (for everyone!).

In this four-day unit of study, students create and present a monologue (an extended speech spoken by one person usually addressed to someone, either the reader, spectator, or an imagined second character) as if from the point of view of an object they have seen on *The Journey Upward* mural at Spaceport America. (Alternatively, students can write monologues from the point of view of anything from a famous work of art, a famous person in history or in literature, or from an object that is part of a current news story.)

This exercise can help students approach complex texts with purpose and help them navigate details and description, (an important requirement of the Common Core Standards). The exercise also encourages students to raise questions and to research further. For students who are reluctant readers or English-language learners, the final monologue might also achieve something similar to a traditional report, but in a more inviting way.

Grade Level

Grades 3 and up



Learning Objectives

1. Over the first class period, the student will research their chosen object in order to discover at least three facts about that object.
2. Over the second class period, the student will write a first person monologue written from the point of view of an object of their choice using correct grammar and having a clear beginning, middle, and end.
3. On the third class period, in three minutes or less, the student will deliver an object monologue using correct grammar, voice, and posture.
4. During the fourth class period, (or for a homework assignment), the student will write a critique of their own performance.

Assessment

Each student will be videoed and will write a self-critique of their performance.

Required Materials

- A wide selection of objects (or pictures of objects). These could be objects they learn about in a visit to Spaceport America, search for on the Internet, bring from home, or discover in the classroom.
- A digital video camera, (stand alone or mobile phone)
- A device with Internet access (for research) or other reference materials
- Paper and pencil

Time Required

Three class periods. (Adjust based on the needs of your students.)

Step-By-Step Procedures:

1. Introduce the topic by telling/reminding students that *The Journey Upward* mural introduces four eras of regional history. Each era depicts items that happened during that era.
2. Define an “object monologue” for the students. Tell the students they will be researching, writing, and performing a dialog from the point of view of an object of their choice. You might wish to do this at the end of a lesson on the day previous to their research assignment thereby allowing them to bring an object (or a picture of an object) from home if they wish. (This will be particularly helpful to younger students.)
3. Once the students have selected their objects, ask them:
 - What would your object say if it could talk and wanted to tell us about its history?
 - Where did it come from?
 - Where has it been?

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- What has it done?
 - What events has it witnessed or been a part of?
 - Tell students that the object should tell about its past and present, but also about its hopes for the future.
4. Tell the students that if they do not know the origins and history of the object they have selected, they can research using the Internet or other reference materials.
 5. Allow time for the students to research. Require them to have at least three facts about the object before they begin their writing.
 6. Ask the students to write a one- to three-page monologue delivered from the first person (telling the story from the point of view of their object using I or me). You may wish to use an object in the classroom to illustrate this concept. Begin your example by saying, “I am a _____.” Continue speaking in the voice of the object you have chosen.
 7. Tell them that each monologue should have a clear beginning, middle, and end. If they are unable to finish their writing in the class period, assign it for homework.
 8. Ask the students to pair up and practice delivering their monologues to each other. Allow them to edit their work based on questions or feedback from their peers.
 9. Using a video camera (stand alone or mobile), record the students reading/delivering their monologues to the class.
 10. Allow each student to self-critique their monologue privately and write a review.

Alignment to Common Core Standards

The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they’ve read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life. (<http://www.corestandards.org/ELA-Literacy/>)

Links to the Common Core English Language Arts (ELA) Standards that may apply to your students are on the next page. Simply click on the links and choose the standards you feel are most appropriate for your students.



English Language Arts Standards » Reading: Informational Text

Grade 3	Grade 4	Grade 5
Grade 6	Grade 7	Grade 8
Grades 9-10	Grades 11-12	

English Language Arts Standards » Writing

Grade 3	Grade 4	Grade 5
Grade 6	Grade 7	Grade 8
Grades 9-10	Grades 11-12	

English Language Arts Standards » Language

Grade 3	Grade 4	Grade 5
Grade 6	Grade 7	Grade 8
Grades 9-10	Grades 11-12	

English Language Arts Standards » Speaking and Listening

Grade 3	Grade 4	Grade 5
Grade 6	Grade 7	Grade 8
Grades 9-10	Grades 11-12	