

# Table of Activities

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## Part 1: I Am Who I Am: Writing Character Monologue (6 sessions)

Students are introduced to ideas about character and characterization in fiction. They develop monologues that introduce the main character of a novel in the opening episode of an imaginary TV series.

### Activity 1A: Introduce the Unit

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Students explore what makes a character, identifying favorite characters in the media and writing ideas about characters in their journals. Students generate lists of character attributes and categorize these attributes. The activity concludes with a unit overview.

### Activity 1B: A Character in My Life

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Students pair up to tell stories from their lives, and then use these stories to write character studies of real people.

### Activity 1C: Establishing Characters

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<b>1C.1:</b> <i>What Is a Monologue?</i>	By analyzing a video segment of a monologue from a television series, students learn how a monologue can introduce a character, character attributes, and a back story. Students also learn about the unit project and preview assessment criteria.
<b>1C.2:</b> <i>Reading to Establish Character</i>	Students study the first chapter of <i>Bless Me, Ultima</i> , focusing on how the author establishes characters. They identify character attributes and background information for the main character, then write a brief character study.
<b>1C.3:</b> <i>Writing Character Monologues</i>	Students write monologues using the information from their character investigations.

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## Part 2: Let's Dialogue: Showing Character Evolution (9 sessions)

Students investigate how the main character develops and evolves over the course of the novel. Teams work collaboratively to write a scene of dialogue, using script format, based on a passage showing character transformation.

### Activity 2A: Reading for Character Development

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Student teams choose a passage from the novel—one that vividly demonstrates the main character's development and is interesting to dramatize—to form the basis for their TV dialogue.

### Activity 2B: How Do They Do It? Scriptwriting Techniques

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<b>2B.1:</b> <i>Introducing Scripts</i>	Students analyze excerpts from movie scripts to see what they look like and identify script elements.
<b>2B.2:</b> <i>From Text to Script</i>	Teams compare a script excerpt from the film <i>The Grapes of Wrath</i> with the corresponding passage from the novel, observing and recording the types of changes the scriptwriter made in transforming the text.

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### Activity 2C: Let's Make a Scene: Developing Your Dialogue

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Students work in teams, using what they have learned about translating narrative text into scripts to create dialogues.

### Activity 2D: Assessing Monologues and Dialogues

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Students assess both the monologue and dialogue portions of the project, filling out the Student Comments portion of the Assessment Checklist for their individual monologues and team dialogues. They then each write a summary of their individual contribution to the team dialogue project.