



MONOLOGUE WRITING MADE EASY

By MATTHEW BANASZYNSKI

Join Matt Banaszynski in this dynamic unit designed to introduce students to the process of starting, drafting, polishing, and performing a self-created, stand-alone monologue.

Students will learn the steps involved in going from a simple idea to a full monologue, using the Story Mountain framework. They will also provide feedback, self-critiques, and teacher feedback during the process.

This is a great way for students to get creative and engaged in a genre that is meaningful to them, and can be customized to the needs of your classroom.

1 - Introduction to Monologue Writing

Students will start the process of writing a monologue by storytelling. They will tell a story based only on what they observe in a picture.

2 - The Story Mountain Framework

Students will understand the parts of a story and how it relates to a monologue through the story mountain framework.

3 - Analyzing Monologues

Students will plot out the steps of the story mountain by using existing monologues.

4 - Monologue Writing

Students will start writing their own monologue, using a pre-selected phrase as a starting point.

5 - Drafting a Monologue

Using their rough drafts from the starter prompts, students will work in pairs to edit their drafts to make cleaner stories. Students will also map out their drafts on a Story Mountain diagram to make sure that they follow the proper format.

6 - More Minds Are Better Than One

Students will work in groups to turn their previous drafts into completed monologues.

7 - Performing a Monologue

Students will perform their monologues in front of the class and reflect on the process.

Standards Connections

National Core Arts Standards

Select, analyze, and interpret artistic work for presentation - Grade 6

TH:Pr4.1.6.a - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

Select, analyze, and interpret artistic work for presentation - Grade 7

TH:Pr4.1.7.b - Use various character objectives in a drama/theatre work.

Select, analyze, and interpret artistic work for presentation - Grade 8

TH:Pr4.1.8.b - Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

Generate and conceptualize artistic ideas and work - Grade 8

TH:Cr1.1.8.c - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

Select, analyze, and interpret artistic work for presentation - Grade HS Proficient

TH:Pr4.1.HS1.b - Shape character choices using given circumstances in a drama/theatre work.

Generate and conceptualize artistic ideas and work - High School Accomplished

TH:Cr1.1.HS1.c - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

Develop and refine artistic techniques and work for presentation - Grade HS Accomplished

TH:Pr5.1.HS1.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 6

TH:Cr3.1.6.a - Articulate and examine choices to refine a devised or scripted drama/theatre work.

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade 7

TH:Cn11.2.7.a - Research and discuss how a playwright might have intended a drama/theatre work to be produced.

Convey meaning through the presentation of artistic work - Grade 7

TH:Pr6.1.7.a - Participate in rehearsals for a drama/theatre work that will be shared with an audience.

Convey meaning through the presentation of artistic work - Grade 8

TH:Pr6.1.8.a - Perform a rehearsed drama/theatre work for an audience.

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding - Grade HS Advanced

TH:Cn11.2.HS1.a - Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.

Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade HS Advanced

TH:Cr3.1.HS1.a - Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and

conventions.

Common Core

Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.CCRA.L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Writing

CCSS.ELA-LITERACY.W.9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

California VAPA Standards (2019)

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

6.TH:Pr4.a - Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

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

7.TH:Pr4.b - Use various character objectives in a drama/theatre work.

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

8.TH:Pr4.b - Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

8.TH:Cr1 Generate and conceptualize artistic ideas and work

8.TH:Cr1.b - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

Prof.TH:Pr4 Select, analyze, and interpret artistic work

for presentation.

Prof.TH:Pr4.b - Shape character choices using given circumstances in a drama/theatre work.

Acc.TH:Cr1 Generate and conceptualize artistic ideas and work.

Acc.TH:Cr1.b - Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

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

Acc.TH:Pr5.a - Refine a range of acting skills to build a believable and sustainable drama/theatre performance.

6.TH:Cr3 Refine and complete artistic work.

6.TH:Cr3.a - Receive and incorporate feedback to refine a devised or scripted drama/theatre work.

7.TH:Pr6 Convey meaning through the presentation of artistic work.

67TH:Pr6 - Create through improvisation a drama/theatre work that will be shared with an audience.

7.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

7.TH:Cn11.2.a - Research and discuss how a playwright might have intended a drama/theatre work to be produced.

8.TH:Pr6 Convey meaning through the presentation of artistic work.

8.TH:Pr6 - Perform a rehearsed, scripted scene from a drama/theatre work for an audience.

Adv.TH:Cr3 Refine and complete artistic work.

Adv.TH:Cr3.a - Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and theatrical conventions.

Adv.TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Adv.TH:Cn11.2.a - Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from research.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.912.C.1.5 - Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.

TH.912.C.2.8 - Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

Organizational Structure

TH.912.O.1.4 - Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.

Skills, Techniques & Processes

TH.912.S.1.5 - Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.

TH.912.S.1.7 - Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.

TH.912.S.3.3 - Develop acting skills and techniques in the rehearsal process.

North Carolina Essential Standards

Beginning High School Standards - Communication

B.C.1.3 - Understand how to read and write scripts that communicate conflict, plot, and character.

Intermediate High School Standards - Analysis

I.A.1.1 - Analyze the plot structure and the thematic, technical, and dramaturgical elements within plays.

Proficient High School Standards - Communication

P.C.1.3 - Create original works, such as monologues, scenes, or performance pieces.

P.C.2.2 - Interpret monologues through formal and informal presentations.

Proficient High School Standards - Analysis

P.A.1.2 - Distinguish the evolution of written texts to theatrical performances.

Advanced High School Standards - Communication

A.C.1.3 - Use constructive criticism to improve original works both written and read orally.

A.C.2.2 - Interpret scripts through formal and informal presentations.

Advanced High School Standards - Analysis

A.A.1.2 - Critique performances of written texts based on a set of given criteria.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.211 LI - Foundations: Inquiry and Understanding

C.1.E - identify theatrical vocabulary and terminology, including basic anatomy of theatre spaces.

MS 117.212 LII - Critical evaluation and response

B.5.A - understand and demonstrate appropriate audience etiquette at various types of performances.

HS 117.315 LI - Foundations: Inquiry and Understanding

C.1.F - demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

HS 117.315 LI - Creative Expression: performance

C.2.F - create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms.

HS 117.315 LI - Critical evaluation and response

C.5.C - offer and receive constructive criticism of peer performances.

Alberta, Canada

Acting Drama 20

1 - analyze a script for explicit character clues

Theatre Studies Drama 30 (Early or Middle or Late drama)

4 - recognize dramatic structure of a play

Playwriting - Drama 20

1 - demonstrate understanding of the basic structure of a play

13 - give and accept constructive criticism

- 2 - define and identify plot, character, thought and diction
- 3 - demonstrate understanding of script format
- 4 - generate and collect ideas that have dramatic possibilities
- 7 - demonstrate understanding of and write exposition
- 8 - use effective diction

Junior Goal II Objectives

become familiar with dramatic terminology and script format

Junior Goal III Objectives

develop awareness of drama and theatre presentations as possible
develop awareness of various conventions of theatre

Junior Orientation

- focus concentration on one task at a time
- listen effectively
- share ideas confidently with others
- show awareness of story sequence
- support positivity the work of others

Junior Goal I Objectives

develop a positive self-image
develop self-confidence
develop self-discipline
develop the ability to initiate, organize and present a project within a given set of guidelines
develop the ability to offer and accept constructive criticism
extend the ability to think imaginatively and creatively
strengthen powers of concentration

Theatre Studies Level III - Advanced (The script)

- 10 - demonstrate understanding of the concept of dramatic convention
- 11 - demonstrate understanding of plot structure
- 7 - define the elements of script, dialogue, directions, characters and settings
- 8 - demonstrate understanding of directions used in a script

Senior Goal I Objectives

demonstrate the ability to initiate, organize and present a project within a given set of guidelines
develop a positive and realistic self-image
extend the ability to concentrate
increase self-confidence
increase self-discipline

Orientation Drama 10

offer and accept constructive criticism with a desire to progress
positively support the work of others
share ideas confidently

British Columbia (2018)

GRADE 6 - ARTS - Exploring and creating

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

GRADE 6 - ARTS - Communicating and documenting

Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
Interpret and communicate ideas using symbols and elements to express meaning through the arts

Take creative risks to express feelings, ideas, and experiences

GRADE 7 - ARTS - Exploring and creating

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

GRADE 7 - ARTS - Reasoning and reflecting

Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

GRADE 7 - ARTS - Communicating and documenting

Express, feelings, ideas, and experiences through the arts
Interpret and communicate ideas using symbols and elements to express meaning through the arts
Take creative risks to express feelings, ideas, and experiences

GRADE 8 - ARTS - Reasoning and reflecting

Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations

GRADE 8 - ARTS - Communicating and documenting

Interpret and communicate ideas using symbols and elements to express meaning through the arts
Take creative risks to express feelings, ideas, and experiences

GRADE 9 - DRAMA - Exploring and creating

Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning
Take creative risks to experience and express thoughts, emotions, and meaning

GRADE 9 - DRAMA - Reasoning and reflecting

Receive, offer, and apply constructive feedback

GRADE 9 - DRAMA - Connecting and expanding

Demonstrate respect for themselves, others, and the audience

GRADE 10 - DRAMA - Explore and Create

Create dramatic works with an intended audience in mind
Develop a repertoire of dramatic skills and techniques through presentation or performance
Develop performance skills in a variety of contexts
Explore and create dramatic works to express ideas and emotions
Explore dramatic works through presentation or performance
Intentionally select and combine drama conventions

GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

GRADE 10 - DRAMA - Connect and expand

Demonstrate respect for self, others, and the audience

GRADE 11 - DRAMA - Explore and Create

Create dramatic works for an intended audience
Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance
Develop a repertoire of dramatic skills and techniques through presentation or performance
Develop and refine performance skills in a variety of contexts
Explore and create dramatic works to express ideas, meaning, and emotions

Purposefully select and combine dramatic elements and conventions

GRADE 11 - DRAMA - Reason and reflect

Demonstrate awareness of self, others, and audience

Receive and apply constructive feedback to develop and refine ideas

GRADE 12 - DRAMA - Explore and Create

Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance

Develop a repertoire of dramatic skills, vocabulary, and techniques through presentation or performance

Develop and refine performance skills in a variety of contexts

Develop dramatic works for an intended audience

Explore and create dramatic works to express ideas, meaning, and emotions

GRADE 12 - DRAMA - Reason and reflect

Receive, provide, and apply constructive feedback to refine dramatic works

Use self-reflection and awareness of audience to refine ideas

GRADE 12 - DRAMA - Connect and expand

Demonstrate respect for self, others, and audience

Ontario, Canada

Grades 9 & 10 - Foundations - Responsible Practices

C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

Grades 9 & 10 - Foundations - Concepts and Terminology

C.1.1 - identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used, or can be used, to achieve specific effects, with a focus on ensemble drama works (e.g., how a comic drama form can be used to convey a serious message, how setting and time period can be used to sharpen the focus on a moral dilemma, how characters can be used to vary the mood within a drama)

C.1.2 - demonstrate an understanding of and use correct terminology to refer to the forms, elements, conventions, and techniques of drama, with a focus on ensemble drama works (e.g., chorus, protagonist, ingénue, supporting role, act, scene, climax, resolution, improvisation, mask, freeze-frame image)