



<p><b>Lesson Title:</b></p> <p>Geometrically Speaking</p>	<p style="text-align: center;"><b><u>Big Idea &amp; Learning Objectives</u></b></p> <ol style="list-style-type: none"> <li>1. Students will recall two- and three-dimensional shapes.</li> <li>2. Students will recall facts about two- and three-dimensional shapes.</li> <li>3. Students will create a personality around a shape.</li> <li>4. Students will create a monologue using facts about a shape to portray the personality created.</li> </ol>
<p><b>Content Area &amp; Arts Discipline:</b></p> <p>Math and Theatre</p>	<p style="text-align: center;"><b><u>Overview of the Lesson</u></b></p> <p>The students will create and write a theatrical monologue by choosing a shape and personifying it. The students will give the shape a distinct personality and will use characteristics of the shape to justify. For an 8th grade lesson plan, the students will continue their information with how geometric transformations will effect the shape.</p>
<p><b>Grade Level:</b></p> <p>6th, 7th, and 8th grades</p>	<p style="text-align: center;"><b><u>Procedures</u></b></p> <p><b>Engaging Students (“The Hook”):</b></p> <p>The teacher will begin by introducing the word monologue and will have students work to define the word using previous knowledge and English skills (i.e., “mono-” means one). Afterwards, the teacher will explain what a monologue is and how they are used in theatre. The teacher will present audio and visual examples of monologues from plays and/or movies.</p>
<p><b>Proposed Time Frame:</b></p> <p>&lt; 2 hours (2 class periods) with additional preparation done at home</p>	<p><b>Building Knowledge:</b></p> <p>Students will be introduced to the concepts of a monologue. Students will discuss the purpose of monologues.</p> <p>Students will discuss two- and three-dimensional shapes and their characteristics. Students will create thinking maps (i.e., bubble map) of different shapes within groups collecting all information the group can recall from memory.</p>

<p><b>Date Lesson Created:</b></p> <p>May 1, 2014</p>	<p><b>Modeling the Experience:</b></p> <p>The teacher will present a self-made monologue at the introduction of the class.</p> <p>The teacher will discuss the steps taken to create the monologue.</p> <p>The teacher will discuss how the personality was developed based on characteristics of the shape.</p>
<p><b>Lesson Author:</b></p> <p>Shasta Long -classroom teacher</p>	<p><b>Guided Practice:</b></p> <p>The teacher will guide the students through the thinking process of building the monologue. (1) What shape are you choosing? (2) When you think of this shape, what do you think about? (3) If you were this shape, how do you think you would act? (4) What characteristics of this shape are reasons why your shape would act in that manner?</p> <p>In guiding the students, the teacher needs to also answer these questions to demonstrate the thinking process.</p> <p><b>Applying Understanding:</b></p> <p>Students will create and present monologues taking on the character of a shape and portraying its personality.</p>
<p><b>Room Requirements &amp; Arrangement:</b></p> <p>classroom -specific arrangement not necessary</p>	<p><b>Opportunities for Reflection (Closing):</b></p> <ul style="list-style-type: none"> <li>•Students will present monologues to the class.</li> <li>•Students will be a proper audience for classmates.</li> <li>•Students will be allotted an amount of time to give constructive feedback verbally.</li> </ul>
<p><b>Material Equipment:</b></p> <ul style="list-style-type: none"> <li>•computer (optional)</li> <li>•paper</li> <li>•pencil</li> <li>•textbook</li> </ul>	<p><b>Assessing the Learning:</b></p> <ul style="list-style-type: none"> <li>•The teacher will observe students as they create monologues and discuss ideas with each other.</li> <li>•The students will be graded on their monologue based on given criteria and a teacher-made rubric.</li> <li>•The students will also be graded on their participation in the audience.</li> </ul>

**Resources:**

- Thinking Maps
- Rubric

**Standards & Principles**

**Common Core State Standards:**

**6.G.4 Geometry**

Standard: Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

**7.G Geometry**

Cluster: Draw, construct, and describe geometrical figures and describe the relationships between them.

**8.G.3 Geometry**

Standard: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

**Arts Standards:**

**Theatre: Middle Level III**

**1 - Create scripts through the process of improvisation leading to scripted scenes based on personal experiences, heritage, imagination, literature, and history. (CP, HC, C)**

**b.** Collaborate in small groups to refine original scripts and justify writing choices.

**7 - Recognize that theatre can communicate the artistic and social values and accomplishments cultures, times, and places. (HC, CA)**

**d.** Practice positive audience etiquette.

**9 - Know that relationships exist between theatre, other arts, other subject area, and everyday life. (CA, C)**

**a.** Demonstrate the ability to use theatre skills to present content or concepts in other subject areas of everyday life.

**b.** Integrate other art forms into dramatic presentations.

**c.** Utilize acting skills in delivering an oral presentation in other subject areas.

**Vocabulary (math):**

- area
- base(s)
- cone
- cylinder
- edges
- faces
- formula
- perimeter
- polygon
- prism
- pyramid
- solid
- sphere
- surface area
- three-dimensional shape
- two-dimensional shape
- vertex (vertices)
- volume

**Vocabulary (theatre):**

- character
- dialogue
- monologue
- projection
- tone

**Principles of Universal Design for Learning:**

- I. Provide Multiple Means of Representation
  - 1: Provide options for perception
    - 1.2 Offer alternatives for auditory information
    - 1.3 Offer alternatives for visual information
  - 2: Provide options for language, mathematical expressions, and symbols
    - 2.1 Clarify vocabulary and symbols
    - 2.2 Clarify syntax and structure
  - 3: Provide options for comprehension
    - 3.1 Activate or supply background knowledge
    - 3.2 Highlight patterns, critical features, big ideas, and relationships
    - 3.4 Maximize transfer and generalization
- II. Provide Multiple Means of Action and Expression
  - 4: Provide options for physical action
    - 4.1 Vary the methods for response and navigation
    - 4.2 Optimize access to tools and assistive technologies
  - 5: Provide options for expression and communication
    - 5.2 Use multiple tools for construction and composition
    - 5.3 Build fluencies with graduated levels of support for practice and performance
  - 6: Provide options for executive functions
    - 6.2 Support planning and strategy development
    - 6.3 Facilitate managing information and resources
    - 6.4 Enhance capacity for monitoring progress
- III. Provide Multiple means of engagement
  - 7: Provide options for recruiting interest
    - 7.1 Optimize individual choices and autonomy
    - 7.2 Optimize relevance, value, and authenticity
    - 7.3 Minimize threats and distractions
  - 8: Provide options for sustaining effort and persistence
    - 8.1 Heighten salience of goals and objectives
    - 8.2 Vary demands and resources to optimize challenge
    - 8.4 Increase mastery-oriented feedback
  - 9: Provide options for self-regulation
    - 9.1 Provide expectations and beliefs that optimize motivation

## **Appendix**

### **Extended Learning Activities:**

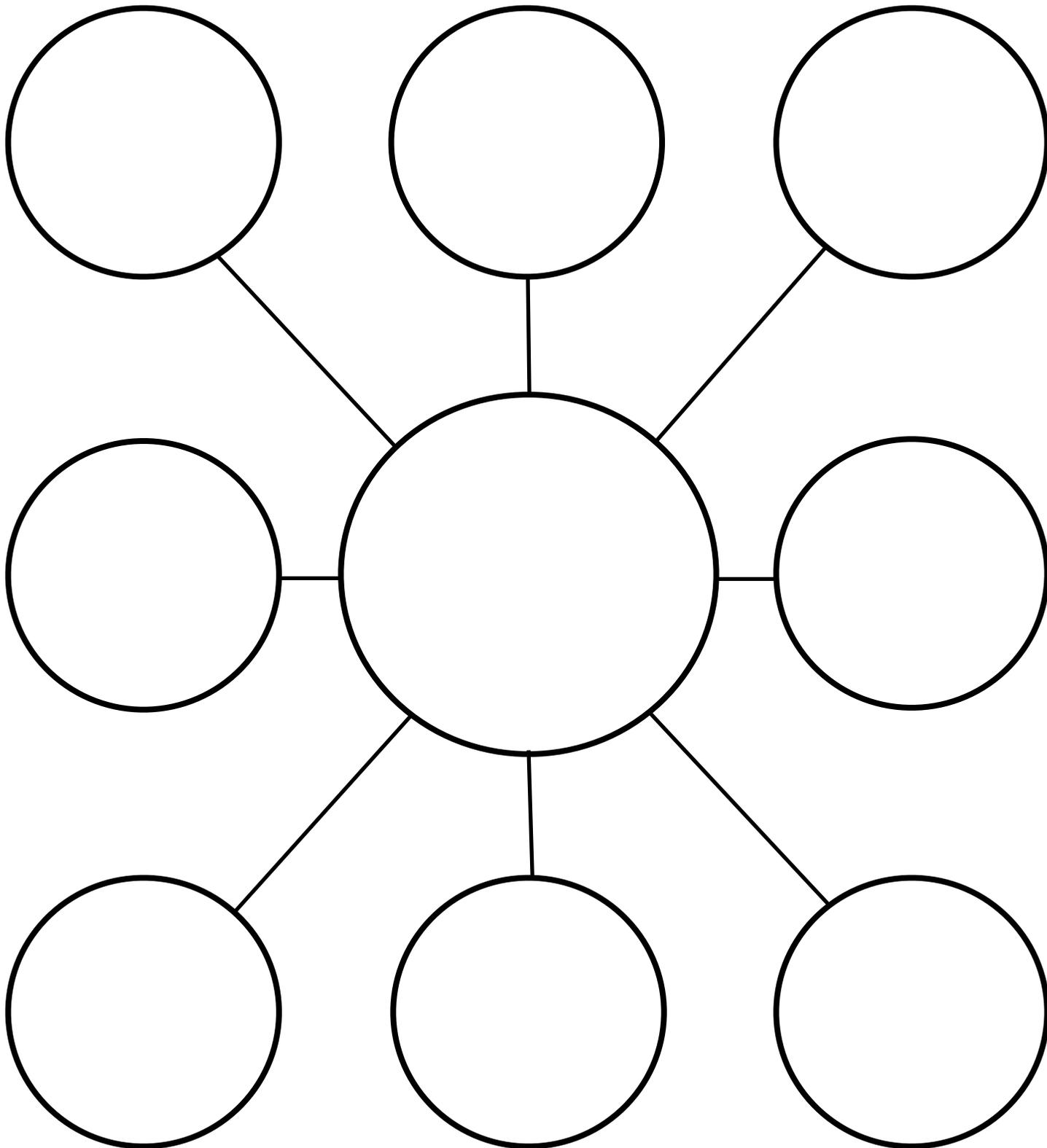
- Allow students to form groups and create story lines around the personality of their shapes

### **TIPS/FAQs:**

- Do not limit students to grammatically correct English. Allow appropriate slang and “teenage” speak.

### **References:**

- Thinking Maps
- Rubric modified from <https://www.theatrefolk.com/spotlights>



Student \_\_\_\_\_

Class Period \_\_\_\_\_

Date Presented \_\_\_\_\_

**Directions:** You will create a monologue taking on the personality of a two- or three-dimensional shape. The rubric (grading criteria) is listed. The monologue must be presented to the teacher. ***IF you present your monologue to the class, you can earn 10 bonus points to your exam grade.*** This sheet must be presented at the time of presentation.

**Monologue:** a long speech by one actor in a play or movie, or as part of a theatrical or broadcast program; a long and typically tedious speech by one person during a conversation

Content Criteria	Points Possible	Points Earned
Name of Shape	6	
Distinct Personality Given to Shape	6	
5 Facts About the Shape	30	
3 Other Shapes Mentioned	18	
1 Formula Used and How It Is Used With the Shape	12	
Presented to the Class	Bonus: 10	
<b>Content Score:</b>		

Student \_\_\_\_\_

Class Period \_\_\_\_\_

Date Presented \_\_\_\_\_

	4	3	2	1
Comprehension	Thorough understanding of the information; can tell many specific details about the shape.	Solid understanding the information and what it means; can accurately tell several specific details about the shape.	Some understanding of the information and what it means; can accurately tell few details about the shape.	Comprehension needs work. Little understanding of the information and what it means; has trouble remembering details of the shape without prompting.
Memorization	Fully memorized. Presentation is delivered with ease.	Memorized with a few errors.	Somewhat memorized, several errors.	Memorization needs work. Not memorized, many errors.
Focus	Actor is fully focused on performance, not distracted by outside influenced.	Actor is focused on performance, not distracted by outside influences.	Actor is somewhat focused on performance, sometimes distracted by outside influences.	Focus needs work. Actor is very distracted by outside influences.
Characterization	Fully developed and believable character and personality.	Character and personality is solid. Believable and many character details.	Character and personality is satisfactory. Somewhat believable, some character details.	Character and personality need work. Not believable, no character details.
Vocal Delivery	Always speak loudly, and slowly, and clearly; is easily understood by all audience members.	Usually speaks loudly, slowly, and clearly; is easily understood by all audience members almost all the time.	Usually speaks loudly and clearly; speaks so fast sometimes that audience has trouble understanding.	Speaks to softly or mumbles; the audience often has trouble understanding.
Energy	Excellent energy and connection with the audience. Great eye contact.	Solid energy and connection with audience. Solid eye contact.	Satisfactory energy and connection with audience. Some eye contact.	Energy needs work. Flat performance and does not connect to audience. No eye contact.
Written Copy	Turns in an attractive and complete copy of the story written in complete sentences.	Turns in a complete copy of the story written in complete sentences.	Turns in a complete copy of the story but not written in complete sentences.	Turns in an incomplete copy of the story; does not turn in a written copy of the story
<b>Performance Score:</b>				