

# THE COTERIE

no small characters.

## POINT OF VIEW MONOLOGUE LESSON PLAN

Created for use in your classroom after seeing

*Akeelah and the Bee*

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### Kansas & Missouri Standard:

Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.

### Student Objectives:

1. Students will discuss the motives and point of view of multiple characters during the play.
2. Students will take on the role of one of the characters and create first person monologue of their point of view.
3. Students will conduct character interviews with other classmates.

### Assessments:

- Monologue: Students will write first person monologue from the viewpoint of a character from *Akeelah and the Bee*. The monologue will be read out loud

### Lesson:

#### *Introduction*

- Group Discussion (5-10 minutes): Review the characters from *Akeelah and the Bee* and what they remember about the characters from the production. How did they change throughout the show?
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#### *Building Activities*

- Brainstorming (10 minutes): Write the name of the following characters on the board: Mrs. Anderson, Dylan, Georgia, and Javier. Ask the students to say what they think each character is thinking when Akeelah first says she is going to compete at the spelling bee. Encourage them to focus on what the character is thinking at that moment and how they feel about Akeelah's decision.
- Interviews (10 minutes): Divide the students into pairs (A and B). Ask each student to choose a character from the list. "A" takes on the role of the character and "B" is in role as Akeelah asking for their advice. B

interviews A, writing down all important information. Switch, so that B takes on their character and A interviews them.

- Monologue Writing (10-15 and take home) Students will now write a short first-person monologue from the point of view of the character they chose. What would they say to Akeelah? Would they encourage her to keep going? Or encourage her to stop? Why? Do they say one thing but think another?
  - *After monologues are due, have students perform their monologues in front of the class.*
  - *Extension (if desired): Improvise two-person scenes between the characters. Decide where they might meet and why. What would they say to each other? Do they agree or disagree?*

#### Wrap-up

- Collaborative discussion (10 minutes): After all of the monologues have been performed, have students sit in groups with the other students who chose the same character.
- Within the small groups, ask them to discuss the following questions:
  - What similarities did you find between monologues within your group? Between monologues from different groups? What differences did you find within your group? Between monologues from different groups?
  - What surprised you the most about what these characters' reactions?
  - How do you think Akeelah felt with all these different reactions? If you were given this advice, what would you have done?
- Back as a full class, discuss their groups' answers to these questions and react to each other's thoughts.