

Hall of Portraits

THEME	CONTENT	ART
Who are we?	CCSS:ELA-LITERACY.RI.11-12.9	TH:Cr1.1.IIIc

KEY VOCABULARY

- characterization
- impact
- theme

PACING:

- 3-4 days, plus presentation

ASSESSMENT (Formative and summative):

- Character Development Plan
- Rubric

ELEMENTS OF THEATRE:

- Time
- Imitation
- Language
- Space

MATERIALS LIST

- Access to historical documents such as *Declaration of Independence*, *The Preamble*, *The Constitution*, *The Bill of Rights* and *Lincoln's Second Inaugural Address*
- Large gold frame (something large to stand in as a picture frame). This can be homemade, paper, or an actual frame.

Lesson Objective

Students will create an original, authentic character and monologue, based on the themes of a significant historical document.

Essential Questions

What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in inquiry?

How does the study of history help us realize the actions of individuals and groups shape future events?

21st CENTURY SKILLS:

- | | | | |
|--|---|--|--------------|
| ✓ Critical Thinking | ✓ Creative Thinking | <input type="checkbox"/> Collaborating | ✓ Initiative |
| ✓ Communicating | <input type="checkbox"/> Media Literacy | ✓ Informational Literacy | |
| <input type="checkbox"/> Tech Literacy | <input type="checkbox"/> Flexibility | ✓ Social Skills | |
| <input type="checkbox"/> Leadership | ✓ Productivity | | |

Content Standards	Arts Standards
CCSS:ELA-LITERACY.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	TH:Cr1.1.IIIc Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre

Warm-Up Options (10 Min)

33- Crazy 8s

34- Finding Our Voices

35- Guided Improv

36- I'm a Bird

37- Memory

38- Mrs. Mumble

39- Pedestrians

40- Pepperoni

41- What Are You Doing?

LESSON OVERVIEW

In this lesson, students will review a significant document of American History, and analyze it for its theme and purpose, while giving consideration as to how it affected the America to come. After analysis is complete, students will create an original historical fiction character to tell their story of how they were affected by the chosen document. This presentation will take place in a gallery style presentation, as if they are a portrait come to life.

**This lesson can be adapted to pertain to one particular historical document, based on class instruction.

ENGAGEMENT

Connect Me

Break class into small groups. Give a list of 4-5 random words to students. They have 3 minutes to write something down that connects themselves to the words given.

For example, if the word "cookie" is on the list, they can write, "I find baking cookies relaxing" or "I never met a cookie I didn't like."

At the end of three minutes, ask the students to share their connections with others in their group.

Variation:

- Do the same activity, but ask students to create a fictional character that connects to all the words given.
- Use words pertaining to the work that has been done in class.

Artful Thinking Routine (10 mins)

Claim/Support/Question. List major historical documents of American History (Declaration of Independence, The Preamble, The Constitution, The Bill of Rights and Lincoln's Second Inaugural Address) and ask students to choose one.

Make a claim about your topic:

Claim – An explanation or interpretation of some aspect of the document. Identify support for your claim.

Support – Thing you see, feel and know about your claim. Ask a question related to your claim.

Question – What's left hanging? What isn't explained? What new questions does your claim raise?

Artful Thinking by Project Zero is licensed under a Creative Commons AttributionNonCommercial 4.0 International License. Routine found here: <http://pzartfulthinking.org/>

STEP 1

American Historical Documents

Review four major documents of historical significance with students. It is presumed that they have studied and have an understanding of: The Declaration of Independence, The Preamble, The Constitution, The Bill of Rights and Lincoln's Second Inaugural Address. Ask students to work in groups and complete the graphic organizer to remember each document's themes and impact.

Engage students in a brief discussion of each, focusing particularly on the impact of each document on the America that would come. Students should continue to add to their own notes for further clarification.

Ask students to choose one document for the focus of their presentation/character development.

STEP 2

Character Fundamentals

Characterization is the creation of a fictional character, based in many different methods and types. What is most important in creating a character, is to create someone well-rounded, complete, and believable. While there are many different ways to go about this, ask students to consider the following questions when developing a character:

- What is their physical appearance? (age, height, gender, race, hair, weight, etc)
- What is the character's backstory?
 - What is their family life like?
 - What is their socio-economic status?
 - What events in their life have shaped who they are?
 - How are they perceived by others?
- What is their personality like?
 - How do they react in situations?
- What are their inner thoughts and feelings?
 - About themselves and other people?
- What is their speech and language like?
- What time period are they in?
 - What external circumstances have shaped who they are as a person?

Teacher-to-Teacher

It may be beneficial to have your students draw their created character, and include a setting in their drawing. This drawing would be strictly for their own use. This will help them to see the whole character and delve in to the motivations and experiences of their creation. It will also remind them to keep the historical context of the document they are basing the character on.

To help students uncover this process, choose a fictional character they are all familiar with, but may only know from a certain moment in time, and do not know a lot about. As a group, go through these questions to help give a more well rounded picture of the character.

Main Activity

Students will now create their own authentic fictional character, who is connected to the historical document they chose in Step 1. (They may change their choice upon creating and thinking if desired).

The only requirement for their character is that the person they create must be living at least 50 years after the publication of their chosen document, and their life has been impacted by the existence of the document. In other words, had the document never existed, this character's life would have been drastically different.

It is important to note that the impact of the document does not necessarily need to be a positive one on the character.

Students will create a 2 - 3 minute monologue for their character, in which they give a brief overview of their life, but more importantly, must relate the monologue back to the theme and purpose of the chosen historical document. The character must connect some of their own personal experiences to the historical document its purpose.

When the monologues are complete, students will present them to the class. As most of these newly created characters will be based in the past, (and even if they are current), the context of the monologue will be that we are looking at a portrait of the character, and the portrait comes to life to share their wisdom and thoughts. (Think of the Hall of Portraits at Hogwarts Academy in *Harry Potter*). To set the stage for their monologue and before beginning, have students stand behind the gold frame that you have brought into the classroom.

Teacher-to-Teacher

To make your hall of portraits even more interactive, have more than one frame readily available for multiple characters. Set the stage by having all of the characters related to one document "hang" together before beginning their monologue. (i.e: all characters related to the Bill of Rights should be hanging together in frames along a wall). Have each character share their monologue one at a time, and then allow the characters to interact and have a dialogue with each other. This will also allow you to see how fully developed students made their characters.

CLOSURE

Reflection

Ask students to reflect and consider which historical document has had the greatest impact on their own life. Engage in a brief discussion about their choices.

Teacher

Assessment

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For each student presentation, complete the following checklist for feedback to the student:

Criteria	✓	Notes/Feedback
The character was authentic and believable, with a clear backstory		
The character referred to the chosen historical document and clearly indicated its impact		
The character maintained eye contact with the audience and exhibited confidence		
The character spoke with a clear voice, appropriate volume and at an appropriate pace		
The character was well-defined and thought out.		
The character's monologue effectively integrated historical context and personal experience.		

American Historical Documents

Document	When it was written and by whom	Themes	Impact
Declaration of Independence			
Preamble to the Constitution			
Constitution			
Bill of Rights			
Lincoln's Second Inaugural Address			

Character Development Plan

Answer the following questions to help you guide the development of your character:

DOCUMENT CHOSEN: _____

CHARACTER NAME: _____ AGE _____

WHAT YEAR IS IT? _____

What is their physical appearance? (height, gender, race, hair, weight, etc)

What is their family life like?

What is their socio-economic status?

What events in their life have shaped who they are?

How are they perceived by others?

Character Development Plan continued

What is their personality like?

How do they react in situations?

What are their inner thoughts and feelings about themselves and other people?

What is their speech and language like?

What time period are they in? (MUST BE AT LEAST 50 YEARS AFTER YOUR CHOSEN DOCUMENT)

What external circumstances have shaped who they are as a person?

How did the historical document you chose impact your characters life? What would their life have been like had the document never existed?