

Young Chautauqua Project  
8th Grade Challenge Program

Name \_\_\_\_\_

Timeline for project:

- Choose a person and have a biography about that person started by January 8th. Be ready to start additional readings/research.
- February 1st Finish biography
- Presentation, overview, and questions with professional Chautauquan, Susan Marie Frontczak week of February 4, 2013
- Jan 18 Timelines are due
- Jan 28: First story draft is due
- Jan 30: Second story draft is due
- Feb 1: Third story draft is due
- Feb 22: Monologue and Annotated Bibliography are due
- Week of February 3 and February 17 Workshops/Coaching with Susan Marie Frontczak
- Feb 25-March 6 Presentation to class and parents

Three Guiding Questions

- 1) Why am I (or should I be) remembered in history?
- 2) What hardships did I face and how did I overcome them?
- 3) How did different social, political and cultural views affect me, and how did I affect those issues?

Overview: Pick someone from history to represent. Learn all about the person's life, so that you can stand up and speak as the person, tell the story of 'your' life, and then answer questions from the audience about yourself and the world in which you live. Choose three stories or events from the person's life to tell us about. Write out the stories you want to tell ahead of time. Craft your stories into a monologue. You don't need to memorize anything word for word. (Well, if you use an exact quote you should memorize.) Know and understand the person so well that you will be able speak as if the stories really happened to you. Give a presentation in character consisting of three stories from the character's life, followed by a Q&A in character. Turn in the written monologue and an annotated bibliography of sources. You will learn more about history if you pick someone who was socially, scientifically, or politically active in some way - as opposed to picking sports figures or entertainers. Mrs. Weller or Mr. Stouss must approve your choice.

To do:

- Read at least one full biography book on your character as well as other sources such as the web.
- Make parallel timelines. One representing key events in the person's life. The other representing significant historical, political, social, and/ or cultural events.
- Submit an annotated bibliography of all sources
- Turn in a written version of your monologue. You are not expected to present the written version word for word, but you are expected to craft the monologue and produce a final draft.
- Write a brief introduction for your character, which someone else will read. It will give your character's name, and tell the audience what year it is and where you are.
- Practice! Practice! Practice! You will be graded on your presentation. Refer to rubric.

### Story Checklist

This story addresses these guiding questions:

- \_\_\_ Why am I remembered?
- \_\_\_ What obstacles did I overcome, and how?
- \_\_\_ What is my character's historical context?
- \_\_\_ The story reveals where I am in history (both time and place)
- \_\_\_ The stories are historically accurate
- \_\_\_ This story includes imagery and quotes
- \_\_\_ I reveal how my character felt.
- \_\_\_ I express or show more than one emotion.