



Missing Voices

Introduction:

After watching the *One Destiny* performance, students will reflect on what they saw and consider which voices and perspectives are missing from the story. They will use testimony and accounts not included in *One Destiny* to create a monologue.

Learning Objectives:

- Students will create a story using primary source documents.
- Students will be able to define and create a dramatic text.
- Students will be able to explain the events of April 14, 1865.
- Students will understand how people felt during the assassination and after.
- Students will analyze multiple perspectives of the same event.

Guiding Questions:

- How can art be used to learn and communicate history?
- What do we gain from inclusive storytelling?
- How do we faithfully tell the stories of others?
- How does a person's societal orientation shape their experience?

Common Core Standards:

Link – Description of standard.

[CCSS.ELA-LITERACY.WHST.9-10.2.A](#)

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-LITERACY.WHST.9-10.2.B](#)

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

[CCSS.ELA-LITERACY.WHST.9-10.8](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-LITERACY.WHST.11-12.2.B](#)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

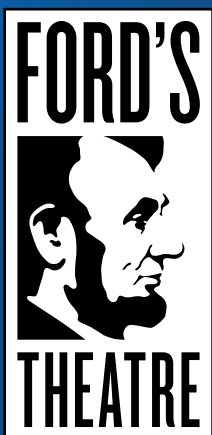
[CCSS.ELA-LITERACY.WHST.11-12.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.WHST.11-12.5](#)

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.

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8th - 12th Grade
2 1/2 Hours



Missing Voices

Materials:

- Discussion Questions - <https://fords-theatre.s3.amazonaws.com/files/resources/onedestinydiscussionquestions.pdf>
- From Interview to Masterpiece Tool (Included below)
- Character Analysis Tool (Included below)
- Notebooks
- Writing Utensils
- Internet Access
- Witness Testimonies

Procedures:

- **Lesson Activity One: See One Destiny and Debrief**
- **Lesson Activity Two: Research and Character Analysis**
Students will read the testimony of and research a person whose perspective is not included in One Destiny. They will make notes about important testimony and life details.
- **Lesson Activity Three: Write and Perform a Monologue**
Using their research and notes, students will craft a monologue version of their assigned person's testimony.
- **Lesson Activity Four: Debrief and Exit Ticket**
Students will discuss the activity and reflect on their experiences.

Lesson Activity One: See *One Destiny* and Debrief

1. After watching *One Destiny*, use the Discussion Questions to talk about the show. End the conversation with one of the questions about missing voices in the play.

Lesson Activity Two: Research and Character Analysis

1. Give students the testimony of a person who witnessed or was connected to Abraham Lincoln's Assassination, who is not included in *One Destiny*.
2. Students will read the testimony and highlight interesting or important parts of their testimony. They should be sure to highlight any of the following.
 - a. Why were they at the theatre?
 - b. What was their relationship to Abraham Lincoln?
 - c. Where were they before Abraham Lincoln was assassinated?
 - d. What was their specific location when Abraham Lincoln was assassinated?
 - e. What was their reaction when Abraham Lincoln died or when they found out about his death?
 - f. Are there details about what they saw, heard, touched, smelled or tasted?
3. Research the person identified. Students will complete the character analysis worksheet to better understand the character.

Lesson Activity Three: Write a Character Monologue

Using the From Interview to Masterpiece handout, student will use the testimony and research to create a monologue sharing the assigned historical figure's perspective and account.

1. Give each student a copy of the From Interview to Masterpiece handout.
2. Review the definition of a monologue as stated on the handout.
3. Explain that this is their opportunity to tell the story of an overlooked voice.
4. Students can follow the worksheet to create a monologue
5. Students share their monologues with a partner. They provide answers to the following questions:
 - a. Could you tell what was happening?
 - b. What stood out to you?
 - c. What do you think should change?

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Lesson Activity Three: Write a Character Monologue (continued)

6. Students will use the feedback to make edits to their monologues.
 - a. Students should rate on a scale of 1-10 (1 being not at all and 10 being perfectly) how well they have told their historical figure's story.
 - b. Are there details missing that would help the story make sense?
7. Students can submit the written monologues to the teacher or share the monologue with the class.

Lesson Activity Four: Debrief

Students will discuss the monologue activity as a large group.

- What was it like to write the monologue?
- In what ways did stay true to your historical figure's story?
- Why is it important to stay true to their story when using a creative medium to share it?
- What do we gain from examining different accounts?

Closing Activity:

Students will complete an exit ticket- On a scale of 1-10 (1 being not at all and 10 being perfectly) how well do you think you captured your historical figure's story? Share something that you didn't know before about Lincoln's assassination.

Assessment:

- Participation in Discussions
- Completion of research, character analysis tool, and monologue building tool
- Monologue Rubric
- Debrief
- Exit Ticket

From Research to Masterpiece

Adapted from Jenny Eng's "From Interview to Masterpiece"

Congratulations, you've successfully researched your character! Now it's time to transform your subject's words into your own art.

What is a monologue?

A monologue is when one character in a play speaks in first person and the other characters do not interrupt him/her. Often, a monologue is used to share important information, including a secret with another character, or with the audience.

Writing An Original Monologue Based on Your Research

1. Read through your notes, and character analysis. Get a sense of how your "character" speaks and what kind of language he/she uses.
2. Underline quotes or sections that make you feel something.
3. In the space below write down the most important, most urgent quote of the testimony.

Section A: The most urgent quote of my interview was...

4. Make that quote the first sentence of your monologue.
5. Now decide why your character needs to share this information. What is at stake? Explore that here: Using "I"
6. Now decide why your character needs to share this information. What is at stake? Explore that here: Using "I..." begin to have your character describe his/her experience.

Section B: My Character needs to share his/her urgent quote because...

(What has happened? What does your character want more than anything?)

7. In the last section, consider what your character is going to do next.

Section C: "And now I'm going to"

8. Put sections A, B, and C in order. You have your monologue! Play with reordering them. What works? What is the effect?
9. Consider any details from the character analysis that could be mentioned or included.
10. Read your monologue out loud to yourself or a partner. How does it sound?

One Destiny Character Analysis Worksheet

Students should complete the below worksheet based on the researched information about their historical figure's life.

Character Name:

Age:

Physical Traits: (Race, Hair Color, Gender, Etc.)

Occupation:

Societal Status:(Rich, Poor, Popular, Outcast, Religion)

What does their voice sound like?

How might they hold their body?

How might this person's identity change how they perceived, responded to or talked about Abraham Lincoln's assassination?

What new things did you learn about this person or Abraham Lincoln's assassination?