

# Voices from the Text

This is a complete classroom podcast project plan for “**Voices from the Text**” — a creative, character-based podcast designed to help students explore characterization, point of view, and voice through performance and writing. It is presented in a clean, print-ready format suitable for classroom or digital use.

**Focus:** Character Development and Monologue Writing

**Project Type:** Creative Narrative Podcast

**Length:** 3–4 class periods

**Product:** 4–6 minute first-person monologue podcast

**Mode:** Individual or small group (2–3 students)

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## Learning Objectives

Students will:

1. Analyze how authors develop character through dialogue, motivation, and conflict.
2. Write and perform a first-person monologue that demonstrates understanding of a character’s perspective.
3. Use creative writing techniques to reveal tone, mood, and internal conflict.
4. Record and produce a short podcast that conveys authentic voice and emotional depth.

### Standards Alignment (CCSS):

- RL.9-10.3 – Analyze how complex characters develop and interact with others.
  - W.9-10.3 – Write narratives that develop experiences or events using effective techniques and details.
  - SL.9-10.4 – Present information and ideas clearly, concisely, and logically.
  - L.9-10.5 – Demonstrate understanding of figurative language and tone.
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## Project Overview

*Voices from the Text* invites students to step inside a story and speak from within it. Each student selects a character from a novel, play, or short story and creates an **original first-person monologue** or **journal entry** that captures that character’s inner voice. The monologue may take place during, before, or after the events of the text and should reveal the character’s thoughts, motivations, and emotions.

Students record their monologues as podcasts, focusing on tone, pacing, and delivery to convey personality and perspective. This creative assignment deepens literary understanding while blending analytical and imaginative writing.

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## Session Breakdown

### Session 1 – Character Exploration and Voice Development

**Goal:** Understand the character’s motivations, conflicts, and inner thoughts.

**Activities:**

- Choose a text and select one compelling character.
- Complete a **Character Analysis Sheet** including:
  - Character’s background, goals, and relationships
  - Major conflicts (internal and external)
  - Key moments that reveal personality
  - Distinct speech patterns, word choices, or tone
- Brainstorm possible moments in the story for the monologue (for example, before a turning point, after a major event, or as a reflection years later).
- Begin freewriting in the character’s voice.

**Sample Prompts:**

- “If I could change one thing, it would be...”
  - “They think they know me, but...”
  - “This is what no one ever understood about that day...”
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### Session 2 – Monologue Writing Workshop

**Goal:** Write a first-person narrative that captures authentic voice and perspective.

**Activities:**

- Draft a 400–600 word monologue written as if the character were speaking or journaling.
- Include emotional and sensory details that reveal internal conflict.
- Use diction, rhythm, and tone appropriate to the character’s personality and time period.
- Incorporate references to events or symbols from the original text.
- Peer review using the following checklist:
  - Does the writing sound like the character’s true voice?
  - Does the monologue reveal motivations and emotions?
  - Does it connect meaningfully to the original text’s themes?

**Example Excerpt:**

*Character: Hester Prynne, The Scarlet Letter*

“They look upon this letter as my punishment, yet it has become my strength. It burns upon my breast not as a mark of shame, but as proof of endurance. I will not let their eyes define who I am. I have learned to stitch beauty even into the fabric of disgrace.”

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### **Session 3 – Recording and Performance**

**Goal:** Bring the character’s voice to life through performance and production.

**Activities:**

- Rehearse monologues aloud, focusing on tone, pacing, and emotion.
- Record using school devices or free editing software such as Audacity, Soundtrap, or GarageBand.
- Add light ambient sound or music to support mood (optional).
- Introduce the episode with a brief statement: “You’re listening to *Voices from the Text* — today’s voice: [Character Name] from [Title].”
- End with a brief reflection or closing line that leaves the listener with insight into the character’s mindset.

**Suggested Length:** 4–6 minutes total.

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### **Session 4 – Reflection and Sharing (Optional)**

**Goal:** Connect character voice to theme and author’s craft.

**Activities:**

- Students listen to peers’ episodes and respond to prompts such as:
    - What new perspective did this monologue reveal about the character?
    - How did tone and delivery affect your understanding?
    - What universal theme or emotion connects across the performances?
  - Teacher may organize a class “Listening Gallery,” allowing students to rotate through headphones or digital stations.
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### **Roles (Optional for Small Groups)**

<b>Role</b>	<b>Responsibilities</b>
Writer/Performer	Writes and performs the character’s voice
Editor	Records and edits the audio file

Role	Responsibilities
Director	Provides performance feedback and ensures clarity and pacing

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## Suggested Texts and Characters

*Romeo and Juliet* – Juliet, Mercutio, Friar Lawrence  
*The Crucible* – Abigail Williams, John Proctor, Elizabeth Proctor  
*To Kill a Mockingbird* – Scout, Atticus, Boo Radley  
*The Great Gatsby* – Nick Carraway, Daisy Buchanan, Jay Gatsby  
*The Odyssey* – Penelope, Odysseus, Telemachus  
*Of Mice and Men* – George, Lennie, Curley’s wife  
*The Scarlet Letter* – Hester Prynne, Dimmesdale, Pearl

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## Assessment Rubric (20 points)

Criteria	Excellent (5)	Proficient (4)	Developing (3)	Beginning (1–2)
<b>Character Voice</b>	Captures authentic tone, diction, and inner life	Mostly consistent with character’s personality	Some inconsistencies in voice	Lacks distinct or believable character voice
<b>Connection to Text</b>	Clearly reflects key events, themes, or symbols	Includes some textual references	Minimal connections to text	No clear link to original text
<b>Creativity and Insight</b>	Original, emotionally engaging, and thought-provoking	Creative with some strong moments	Predictable or surface-level interpretation	Minimal creativity or insight
<b>Writing Quality</b>	Strong structure, imagery, and language use	Clear and organized	Some awkward phrasing or limited detail	Disorganized or unclear
<b>Performance and Delivery</b>	Expressive, well-paced, and polished recording	Clear and mostly smooth performance	Uneven pacing or expression	Difficult to hear or monotone delivery

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## Extension Options

Students may write a **series of monologues** from multiple characters in one text to explore differing perspectives on a single event.

Students could create “**Dialogue Across Texts**” episodes where characters from different works converse about shared themes (for example, Elizabeth Bennet and Hester Prynne on societal

expectations).

The class may compile all episodes into a “**Character Voices Anthology**” for publication on a classroom website or end-of-term showcase.