

Cayla Davenport

Professor Schilling

12/08/10

Drama/Social Studies- Book Summary

Academic Standard(s):

3.11.1 Create a theatre piece that integrates principles and ideals of American society.

3.2.2 Foundations of Government: Identify fundamental democratic principles and ideals.

Performance Objectives:

Given a trade book from the unit, students will portray an overview of the book in a 3-5 minute recorded skit.

Given a rubric, students must follow the guidelines for the assignment and score at least 15.

Advanced Preparation by Teacher:

- 1) Camcorder
- 2) List of trade books available

Lesson Plan:

- 1) Students will be able to put all that they have learned and created in a 3-5 video.
- 2) Students will pick from the list of trade books to read (if haven't read already) and make a 3-5 skit that summarizes the book (first come first serve).
- 3) Have a brainstorming session in assigned groups.

- 4) What are some ways you can communicate without speaking? Body Language is important in a campaign; if you never smile you don't seem likable. Incorporate this into your skit.
- 5) Write up your script and the teacher will record it to be viewed all together during class.

Assessment: A rubric will be used to assess the student's videos. The students will also get a check mark when the teacher visually assesses participation throughout the project.

Teacher Name: **Ms. Davenport**

Student Name: _____

CATEGORY	4	3	2	1
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Props/Costume	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.