Lesson: Native American Unit: Drama  
Length: 80 minutes  
Age or Grade Level Intended: 5th Grade  

Academic Standard(s): 
Social Studies:  
5.1.3 Way of Life Before and After the Arrival of Europeans to 1610. Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. (Core Standard) 

English:  
5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.  
5.7.9 Speaking Applications:  
• Deliver narrative (story) presentations that:  
  - establish a situation, plot, point of view, and setting with descriptive words and phrases.  
  - show, rather than tell, the listener what happens 

Theater:  
5.6.3 Explore the use of sounds and the voice to express character, feelings, and mood.  
5.6.4 Create spontaneous dialogue to express feelings  

Performance Objective(s):  
Students will work in groups to recreate a Native American story into a drama, in such a way that allows them to receive at least a 75% according to the rubric.  

Assessment:  
Students will be graded according to the attached rubric. 

Advance Preparation by Teacher:  
- Print directions, presentation note sheets, and rubrics  
- Request internet and printing access  

Procedure:  
Introduction/Motivation:  
Earlier this week we took a field trip to local Native American museum where we had the opportunity to hear stories and see many of the different types of arts. Today, we are going to focus on storytelling. What was it like to hear the Native Americans tell their stories? Did listening to the stories make the tribe come to life for you? (Bloms: Knowledge Gardner: Interpersonal) For the next couple of days we are going to spend some time working with Native America stories and I want you to remember what it felt like to listen to the stories we heard. Today, we are going to recreate one of the stories into a drama.
Step-by-Step Plan:

1. **Research and Find Stories:**
   a. Work with you groups to find two Native American Stories.
   b. One needs to be the same for all group members but one can be different.
   c. Once the teacher reviews what you have selected you may print them.
   d. Staple each story separately. Turn in the one that is different, but keep the one that is the same on your desk.

2. **What is a good drama? (Teaching Part)**
   a. Ask for students help to fill out the chart on their direction page.
   b. What are traits of good dramas? What are traits of not so good drama? (Fill in chart as students come up with traits)
   (Blooms: Knowledge Gardner: Interpersonal, Linguist)
   c. To go more deeply play the clip below. Re-ask the questions and continue to add to list.
   (Blooms: Application, Comprehension Gardner: Interpersonal, Linguist)
   Good Example: [http://www.youtube.com/watch?v=2tO-Xx_9spM](http://www.youtube.com/watch?v=2tO-Xx_9spM)
   -Can figure out what is going on even though we do not understand the language. There is movement, voice expression, etc.)
   Bad Example: [http://clips.rofl.to/clip/bad-actors](http://clips.rofl.to/clip/bad-actors)
   -Do you believe any of these soccer players were actually pushed or hurt? Why or Why not? What are some characteristics of bad acting? Add these too the list.
   (Blooms: Application, Comprehension Gardner: Interpersonal, Linguist)
   d. Explain that later when the students are creating and performing their dramas, they must be believable and have the characteristics of good dramas.

3. **Work Time:**
   a. Give students time to work on creating their dramas.
   b. Walk around, answer questions, and ask questions. Push the students who need a little extra motivation or who can do more with their story but do not know it. Make sure everyone is on task.
   Questions to ask students and have groups think about-
   Is this story believable? Will the audience understand this story just by watching you? Does it follow the list of good traits? Are you loud enough? Is there enough expression in your voice? Do your actions help us understand? Should you move more?
   (Blooms: Evaluations, Synthesis Gardner: Interpersonal, Kinetic)

4. **Presentations:**
   a. Review expectations for activity and review how students will be graded.
   b. Call groups up one at a time to present.
   c. Make sure the rest of the class is completing the Presentation Note Sheet.

**Closure:** (Reflection and Grand discussion about drama presentations)
—Before we finish up and discuss the presentations, I want to give everyone a chance to reflect on all the presentations as a whole. In your notebooks, please answer the following questions. They do not have to be long, drawn out answers just a few words. After a few minutes, we will talk about what you wrote. **Questions:** How do you feel about your drama? (Blooms:

—Tomorrow, we are going to continue working with Native American stories, only this time, instead of making it into a drama using movements and multiple people, you are going to work alone to bring the story to life. Tomorrow, you are becoming storytellers!

Adaptations:
- Student with ADHD: This student should be okay because they will be acting and moving. However, provide breaks after extended periods of sitting and between plays. In addition, I will have this student pass out the papers for this lesson.
- Student with Hearing Difficulties: I will have this student sitting close to the front and remind the students they need to speak loudly so everyone can hear them during their presentations.

Enrichments:
- Student gifted in Language Arts: I will allow this student to be the leader in his/her group. If other groups seem stuck, I will ask this student (and all students) for suggestions. I will also push this student’s group do go a little deeper with their recreation.
- Student gifted in Creativity: I will allow this student to be the leader in his/her group. If other groups seem stuck, I will ask this student (and all students) for suggestions. I will also push this student’s group do go a little deeper with their presentation.

Self-Reflection:
Questions:
Did the students seem to enjoy this?
Did the students learn from this lesson?
Will the information they learned in this be able to transfer to other areas or did they not understand it well enough?
Did the students increase their knowledge of all the groups Native American tribes?
Were all of the students challenged or was it too easy/difficult for some?
**DIRECTIONS:**
*Check off each step as you finish it.*

**Steps:**

1. With your group, go online and find two stories.
   - The first story needs to be the same for the entire group; this will be the one you recreate into the drama.
   - The second story can be different for each group member. Just pick one you like and print it. You will use this tomorrow.

2. Complete the Good Drama Note-Taking Guide.

<table>
<thead>
<tr>
<th>Traits of a Good Drama</th>
<th>Traits of a not so good drama</th>
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</thead>
</table>

3. Recreate the first story into a drama.
   - Group must work cooperatively.
   - Each group member must participate.
   - Each presentation must incorporate the traits of a good drama.
   - One group member will introduce your drama before you begin. Tell us the tribe your drama is about and us the name of the story you adapted.

4. Complete the Presentation Note Sheet for each drama.
   - This will be turned in so it needs to be readable.
   - Completing this sheet will make up 20% of your final grade.
**PRESENTATION NOTE SHEET:**

You will turn this in when everyone finishes presenting and it is worth 20% of your final grade. Complete each column during the reflection time at the end of each drama.

<table>
<thead>
<tr>
<th>Name of the Presentation</th>
<th>Two things the group did well.</th>
<th>One thing the group needs to improve.</th>
<th>Write two things you learned from this drama.</th>
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# RUBRIC:

Name: ____________________  Presentation: ____________________

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<thead>
<tr>
<th></th>
<th>0-1 Points</th>
<th>2-3 Points</th>
<th>4-5 Points</th>
<th>6-7 Points</th>
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<tbody>
<tr>
<td>Followed</td>
<td>Student’s use of volume, phrasing, timing, and gestures to takes away from</td>
<td>Student’s use of volume, phrasing, timing, and gestures makes the meaning of</td>
<td>Student’s use of volume, phrasing, timing, and gestures make the presentation</td>
<td>Student’s use of volume, phrasing, timing, and gestures enhances the meaning</td>
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<tr>
<td>English</td>
<td>the meaning of the presentation.</td>
<td>the meaning of the presentation hard to understand.</td>
<td>understandable but does not give it anything extra.</td>
<td>of the presentation.</td>
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<td>Standards</td>
<td>(English 5.7.6)</td>
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<td>Followed</td>
<td>Student’s presentation does not establish a situation, plot, point of view,</td>
<td>Student’s presentation is miss two of these elements; situation, plot,</td>
<td>Student’s presentation establishes a situation, plot, point of view, and</td>
<td>Student’s presentation establishes a situation, plot, point of view, and</td>
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<tr>
<td>English</td>
<td>or setting with descriptive words and phrases.</td>
<td>point of view, and setting with descriptive words.</td>
<td>setting with descriptive words and phrases but tells the story rather than</td>
<td>setting with descriptive words and phrases and shows rather than tells the</td>
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<td>Standards</td>
<td>(English 5.7.9)</td>
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<td>tells the story than showing it.</td>
<td>story.</td>
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<td>Followed</td>
<td>Student uses sound and voice to express character, feelings, and mood in a</td>
<td>Student uses sound and voice to express character, feelings, and mood in</td>
<td>Student uses sound and voice to express character, feelings, and mood in</td>
<td>Student uses sound and voice to express character, feelings, and mood in</td>
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<td>Drama</td>
<td>way that takes away from the presentation in a substantial way.</td>
<td>a way that makes the presentation difficult to follow.</td>
<td>an effective way, however, it does not add to the presentation.</td>
<td>a way that enhances the presentation.</td>
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<td>Standards</td>
<td>(Theater: 5.6.3 and 5.6.4)</td>
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<td>Meet Social</td>
<td>Group does not tell the name of the tribe and story prior to beginning the</td>
<td>Group tells only the name of the story prior to beginning the drama.</td>
<td>Group tells only the name of the tribe prior to beginning the drama.</td>
<td>Group tells the name of the tribe and story prior to beginning the drama.</td>
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<td>Studies</td>
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<tr>
<td>Standards.</td>
<td>(S.S. X)</td>
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<td>Completion of</td>
<td>Student answered 14 or less questions on the Presentation Note Sheet.</td>
<td>Student answered 15 to 16 questions on the Presentation Note Sheet.</td>
<td>Student answered 17 to 18 questions on the Presentation Note Sheet.</td>
<td>Student answered 19 to 20 questions on the Presentation Note Sheet.</td>
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<td>Presentation</td>
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<td>Note Sheet</td>
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Comments:                                Total: _____/35