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: ____________________________________

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