

Grade 10 World History, English

CA History Standards

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States.

4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

Common Core Standards

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Objective: To write a script and perform an interview between a TV talk show host and an immigrant to Angel Island. The interview should be based on the biographies documented by the text, Angel Island

Sample Performance: The following performance features a TV host interviewing the greek philosopher Plato about his ideas on politics

<http://education-portal.com/academy/lesson/platonic-idealism-plato-and-his-influence.html#lesson>

Text:

Angel Island, the story of Lee Puey You, 23. pp. 93-95

Day 1

Objective: Read Angel Island and complete a character analysis. Introduce project and discuss criteria.

Character Analysis

1. How does the author describe the character with respect to age/gender/social status?

2. What does the character see?
3. What does the character hear?
4. What does the character say?
5. What conflicts does the character experience and how does he/she feel about them?
6. What are the character's strength/weaknesses?
7. How would the character answer the question, "What is progress?"

Review Sample Project

The following performance features a TV host interviewing the greek philosopher Plato about his ideas on politics

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Review Performance Rubric (see below)

Groupwork

Divide into groups of 5.

Assign roles

1. **Director:** responsible for casting the vision and keeping everyone on task and working collaboratively
2. **Screenwriter:** responsible for collecting ideas from the team about what the TV host and character will say. Also types, formats and make copies of the script for the team and submits final copy to the teacher
3. **TV Host:** responsible for delivering the speaking roles of the TV Host. Should speak loudly and be charismatic. Use eye contact and gestures to engage your audience.
4. **Guest Star:** responsible for delivering the speaking roles for your historical character. Should convey the attitude and emotions of the subject
5. **Costume/Set Design:** responsible for gathering props, costumes and sets for the performance

Day 2 Objective: To write the script for the interview

Day 3 Objective: Create the costume/set design for the performance

Day 4 Objective: Practice performance

Day 5 Objective: Perform interview for the class

DRAMA PERFORMANCE RUBRIC

Name: _____

Class: _____

Criteria	4	3	2	1	TOTAL
VOICE	Voice was loud and clear; words were easily understood	Student spoke clearly but it was difficult to understand some of the script; could've been louder.	Voice and language was not very clear; could've been much louder.	Could not understand what was being said due to unclear and low speech.	
AUDIENCE	Audience felt like part of the show.	Was aware and well-connected to the audience.	Needed more audience awareness and connection.	No audience awareness or connection at all.	
BLOCKING	Good use of stage and movement—did not turn back to audience	Almost used entire stage—turned away from audience only once or twice.	Could have used more of the stage; must concentrate on facing forward.	Needed more blocking—always face audience and use the stage!	
SCRIPT/ PURPOSE (When applicable)	Enticing vivid detail used in script/dialogue ; evident reasons for the performance.	Script/dialogue was well-written; considerable detail with good purpose.	Some detail used in script/dialogue; needed more of a purpose.	Script/dialogue contained no purpose and very little detail.	
MEMORIZATION/ IMPROVISATION (When applicable)	Script was fully memorized; student improvised in place of lines.	Script was almost fully memorized-some improv used to make up for missed lines.	Script was partially memorized; student did not attempt improvisation.	Script was not at all memorized; no improvisation used.	
FACIAL EXPRESSION/ BODY LANGUAGE	Great use of gestures, facial expression and body movement!	Contained some facial expression, gestures & body movement.	Needed more facial expressions gestures & movement.	Contained little to no facial expression, gesture or movement.	
OVERALL	Committed, cooperated & concentrated- WOW!	Semi-committed, concentrated & cooperative- GREAT!	Almost committed, cooperative & concentrated- NOT TOO BAD...	No commitment, cooperation or concentration MORE REHEARSAL!	

Final Grade: _____

Additional Comments: _____
