

## **Lesson Plan Outline**

**1. Lesson Title:** Civil War/One Act Play Unit

**2. Lesson Author:** Kaley Deffinbaugh

**3. Curriculum/Subject of Lesson:** The subject and focus of this unit is the study of why the Civil War happened, major events during the war and the consequences of the Civil War. The unit covers the history of the country from 1852 to 1875 following the Civil War. The school librarian will be working in collaboration with the classroom 8th grade 'History Through Writing' Teacher. There will be 12 total lessons, four of which are taught exclusively by the school librarian, in the library.

**4. Grade Level of Lesson:** 8th Grade

**5. Lesson Duration:** The Civil War & One Act Play Unit will be taught over a four week period. Four 'Library and Media' class periods will be devoted to research and group collaboration. Eight 'History through Writing' class periods will be devoted to instruction, research synthesis, group collaboration time, a debate, practicing and performing their One-Act Play.

**6. Lesson Materials/Resources:**

- Wide variety of print/audio book resources regarding the Civil War and the Reconstruction Era for students to check out and research during the Unit.
- OPAC available for student use during their four class periods in the school library.
- SmartBoard
- Laptops or computers for every student to use for research
- Civil War/Reconstruction Era costumes (optional)
- Ballots for 6th & 7th Grade audience students for the One-Act Play
- Character Cards for each student
- Rubric for student self-evaluation of the Debate (Participation, authenticity/passion, and historical accuracy). \*\*This rubric will be student created, but a possible example is shown.
- Example Script for One-act Play
- StoryMap Graphic Organizer Example
- Rubric for the LMS/CT to use for assessment of the One-Act Play

**7. Lesson Overview/Rational:** This Unit was created to provide an in-depth Guided Inquiry Unit for 8th grade 'History Through Writing Class' students. This inquiry unit is designed to teach subject content, literacy and communication skills. During the unit, students will spend time researching information online, using the OPAC and in print books/audiobooks held in the library. The product of their learning will be student-written and created One-Act Plays that will be presented to 6th and 7th grade students. Before they present their One-Act Play to the younger

students, the 8th graders will participate in a class debate/role playing exercise. Their role in the debate is based on their research for the “character” (abolitionist, rebel, politician, etc.) they randomly receive. The debate occurs in order to encourage students to do as much research in order to “become” their character and fully understand their characters’ perspective and “voice”. There will be two perspectives during the debate. Those for the secession of the South, and those against. Beforehand, students will work with their One-Act Play small groups to brainstorm talking points and inquiry questions that will stimulate discussion during the debate. After the debate, students will practice and perform a One-Act Play that will be product showcase of their learning throughout the inquiry unit.

The content covered in the Civil War Unit & One Act Play Unit encompasses the standards of reading, writing, social studies, Library/Media and technology expected for 8th grade students.

**8. Essential Questions/Focusing Questions of Lesson** *“How were people impacted and involved in the Civil War? What were the short-term and long-term consequences for them?”*

**9. Goals:**

Goal: Our students will learn from and evaluate multiple perspectives of people involved and impacted by the Civil War through research.

**10. Objectives:**

Objective: Our students will verbally define the task set before them during their group discussion and collaboration.

Objective: Our students will demonstrate their learning through an oral discussion debate.

Objective: Our students will demonstrate their learning by writing a narrative and acting it out during a One-Act Play based upon their research findings.

Objective: Our students will work together in small groups and collaborate to effectively exhibit their learning to their peers, younger students and us; their teachers.

Objective: Our students will effectively use criterion to evaluate sources for quality, accuracy, and perspective.

Objectives: Our students will accurately use EasyBib to cite their sources for information gathered for their One-Act Play.

**11. A.-E. Standards:**

**A. NATIONAL STANDARDS: ISTE STANDARDS**

**Standard 1:1. Creativity and innovation:** students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes

b. Create original works as a means of personal or group expression

**Standard 3. Research and information fluency:** students apply digital tools to gather,

evaluate, and use information.

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

**Standard 4. Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

b. Plan and manage activities to develop a solution or complete a project

## **B. NATIONAL STANDARDS: 21st Century Learners AASL**

**AASL Standard 1: Inquire, think critically, and gain knowledge.**

### **1.1 Skills**

1.1.1 Follow an inquiry- based process in seeking knowledge in curricular subjects, and make the real- world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.3 Develop and refine a range of questions to frame the search for new understanding.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

1.1.9 Collaborate with others to broaden and deepen understanding.

### **1.2 Dispositions in Action**

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

### **1.3 Responsibilities**

1.3.2 Seek divergent perspectives during information gathering and assessment.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.3.5 Use information technology responsibly.

### **1.4 Self-Assessment Strategies**

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.3 Monitor gathered information, and assess for gaps or weaknesses.

1.4.4 Seek appropriate help when it is needed.

**AASL Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**

**2.1 Skills**

2.1.1 Continue an inquiry-based research process by applying critical- thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real- world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

**2.2 Dispositions in Action**

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.2.4 Demonstrate personal productivity by completing products to express learning.

**2.3 Responsibilities**

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.4.3 Recognize new knowledge and understanding.

**AASL Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.****3.1 Skills**

3.1.1 Conclude an inquiry- based research process by sharing new understandings and reflecting on the learning.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

**3.2 Dispositions in Action**

3.2.3 Demonstrate teamwork by working productively with others.

**3.4 Self-Assessment Strategies**

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

**AASL Standard 4: Pursue personal and aesthetic growth.****4.1 Skills**

4.1.8 Use creative and artistic formats to express personal learning.

**4.3 Dispositions in Action**

4.3.2 Recognize that resources are created for a variety of purposes.

**C. STATE STANDARDS: MT LIBRARY/INFORMATION LITERACY STANDARDS**

**Information Literacy/Library Media Content Standard 1:** To satisfy the requirements of Information Literacy/Library Media Content Standard 1, a student must: identify the task and determine the resources needed.

Benchmark for Information Literacy/Library Media Content Standard 1 for a student at the end of grade 8 is the ability to:

- analyze the parts of the problem to be solved;

- identify information resources needed;
- evaluate and select appropriate resources.

**Information Literacy/Library Media Standard 2:** To satisfy the requirements of Information Literacy/Library Media Content Standard 2, a student must: locate sources, use information, and present findings.

Benchmark for Information Literacy/Library Media Content Standard 2 for a student at the end of grade 8 is the ability to:

- Locate multiple resources using search tools;
- evaluate resources;
- Locate information within multiple resources;
- Extract information from multiple resources needed to solve the problem;
- organize and manage information to solve the problem;
- create a product that presents findings.

**Information Literacy/Library Media Content Standard 3:** To satisfy the requirements of Information Literacy/Library Media Content Standard 4, a student must: use information safely, ethically and legally.

Benchmark for Information Literacy/Library Media Content Standard 3 for a student at the end of grade 8 is the ability to:

- legally obtain, store and disseminate text, data, images or sounds;
- appropriately credit ideas and works of others;
- participate and collaborate in intellectual and social networks following safe and accepted practices.

#### **D. STATE STANDARDS: MT TECHNOLOGY STANDARDS**

**Technology Content Standard 1: The student will use digital tools and resources for problem solving and decision making.**

- 1.2 collect relevant data and information on a subject from a variety of digital resources
- 1.3 analyze and ethically use data and information from digital resources
- 1.4 compare accuracy, diversity, relevance and point of view, including Montana American Indians, of digital information
- 1.5 share data and information ethically and appropriately cite sources

**Technology Content Standard 3: The student will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**

- 3.2 use a variety of digital tools to create a product
- 3.5 use digital tools and skills to construct new personal understandings

**Technology Content Standard 4: The student will possess a functional understanding of technology concepts and operations.**

- 4.1 apply and refine the skills needed to use communication, information and processing technologies

#### **E. STATE STANDARDS: SUBJECT AREA STANDARDS**

**Social Studies Standards:**

**Content Standard 4.** Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmark 4. identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.

Benchmark 6. explain how and why events (e.g., American Revolution, Battle of the Little Big Horn, immigration, Women's Suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.

## **ELA STANDARDS:**

### **CCR Standards for Reading:**

#### **Standard 1 Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### **Craft and Structure**

6. Assess how point of view or purpose shapes the content and style of a text.

#### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **CCR Standards for Writing**

#### **Standard 1: Text Types and Purposes**

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Standard 2: Production and Distribution of Writing**

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### **Standard 3: Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **CCR Standards for Speaking and Listening:**

#### **Standard 1: Comprehension and Collaboration**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study;

explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

### **Standard 2: Presentation of Knowledge and Ideas**

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **12. Technology Used:**

- Students will use laptops and/or computers and the OPACs in the library to complete their research.
- The School Librarian will use a SmartBoard to model how to use the OPAC and how to use EasyBib.
- Students will use the laptops/and or computers in the Library, and/or the computers on the laptop cart to type up their narrative for the debate and to type up their One-Act Play.
- If desired, students with learning disabilities may use the audiobooks in the library instead of print materials.

### **13. A.-D. Collaboration:**

#### **A. Collaboration: Classroom Teacher**

The LMS will be working collaboration with the CT of the 8th grade 'History Through Writing'. There will be 12 total lessons, eight of which are taught by the CT. The LMS and CT will collaborate and create the rubric for the One-Act play based upon student-directed criteria.

#### **B. Collaboration: School Librarian**

Of the 12 total lessons, four of are taught by the school librarian. These 4 lessons require the texts and resources in the library, inquiry instruction and research instruction. The LMS will help assess the product of student learning at the end of the unit; the One-Act Play. The LMS and CT will collaborate and create the rubric for the debate based upon student-directed criteria.

The CT and Librarian will moderate the debate. In the library, the CT and LMS will facilitate the small group performances of the One-Act play

#### **C. Collaboration: Instructional Team**

The LMS and CT will collaborate with the SpEd Instructor for the necessary adaptations for students with learning disabilities. The LMS and CT will collaborate with the Instructional Coach to provide insight into compliancy with state and national learning standards. The LMS

and CT will collaborate with the 6th and 7th grade social studies teachers to explain rationale of the Unit and the audience participation (ballot voting) for the One-Act Play.

#### **D. Collaboration: Students**

Collaboration will be a defining feature of this guided inquiry unit. Students will collaborate within their small One-Act Play groups to create the story-map, research, practicing debate talking-points and questions, and most importantly the historically accurate One-Act play scripts. Students will be collaborating within their small One-Act Play groups. There are 5 groups of 5 students.

Each group has the following “Characters or Roles”:

1. Abolitionist/Underground Railroad Member
2. Politician for the Union
3. Confederate Rebel Soldier
4. Slave
5. Plantation Owner (Slave Owner)

#### **14. Anticipatory Set/Object Based Learning (Lead-In):**

To introduce this unit the LMS will have a large suitcase zipped shut, sitting prominently up front at the beginning of the class period. On the SmartBoard there will be the question, “Where do you think we are going in history for our next inquiry unit?” There will be three “clues” on the SmartBoard and students have to guess what the topic of the inquiry unit will be.

After students have exhausted their guesses, the LMS will open the suitcase. Inside will be books about the Civil War, a large image or poster and a Civil War costume. Explain to students that we will be studying the events before, during and after the Civil War, known as the Reconstruction Era.

Introduce the essential question for the unit, *“How were people impacted and involved in the Civil War? What were the short-term and long-term consequences for them?”*

#### **15. Process Model and Information and Technology Literacy Activities:**

##### **Big 6 Objectives**

##### ***Task Definition:***

***Day 1 (In the Library, taught by the Librarian):*** The LMS will introduce the Civil War & One-Act Play Unit. LMS will have short mini-lesson on inquiry and the research process. Students will brainstorm how they will answer the essential question. In their small One-Act Play groups they will discuss the character cards they receive. Groups will brainstorm ideas for criteria of what will make an “Outstanding One-Act Play”. Each group will turn in a sheet of paper that lists the Essential Question, and a bullet-pointed list with explanations of what criteria they believe should be evaluated for the debate portion of the unit. The LMS and CT will collaborate and create the rubric for the debate based upon student-directed criteria.

##### **Information Seeking Strategies:**

***Day 2 (In the Library, taught by the Librarian).*** Students will brainstorm ways to work together to fill out a story-map of the Civil War. Included on the Story-Map are important person,

event, location and dates of significance for the important elements of the Civil War/ Reconstruction Era. Each student will be responsible for filling out a portion of the Story-Map that relates to his/her character card. For instance, if a student received Rebel Soldier Card, they will research important dates like the Battle of Bull Run. Students will have about 30 minutes of independent work time, after their group discussion, to use the OPAC in the library, read informational texts and books related to the topic.

**Day 3 (In the Library, taught by the Librarian).** The students will receive a short, direct mini-lesson on using appropriate search terms in the OPAC and using the Glossary and/or Index of a text to quickly find accurate keyword information according to their search. Students will have a short group work time for a research “check-in” and then independent work time for at least 35 minutes.

### **Location and Access:**

**Day 4 (In the Library, taught by the Librarian).** Students will receive a short, mini-lesson on important note-taking techniques, paraphrasing and using EasyBib to cite their sources. Students have used been instructed on EasyBib and the importance of citing sources for ethical and legal reasons in prior lessons. However, some students may need clarification and reminding about the specifics. The students will collaborate with their group members to brainstorm research problem solving techniques and share research successes. Students will have 20 minutes to research independently and/or work together if group-mates need assistance on research. Students will begin to fill in their graphic organizer story-maps with their groups.

### **Use of Information:**

**Day 5 (In the Library, taught by the Librarian).** Students will receive a short lesson on perspective, bias and opinions in literature like autobiographies and biographies. Students will be encouraged to read and search the autobiographies and biographies available in the library for information to help them answer the Essential Question through the “lens” of their character. Students will work together with their One-Act Play Group during this day to fill-in more information on their story-map.

### **Synthesis:**

**Day 5 (In the Library, taught by the Classroom Teacher)** The CT will provide a short, succinct lesson on what makes a good inquiry question (no one-word answers possible, etc). Students will organize the information they have obtained into their story-maps, and start writing their personal historical character narrative piece. This narrative piece is what they will be using during their “debate” and they will use it to provide accurate historical insight during their One-Act Play. Students will brainstorm, in collaboration with their One-Act Play small groups, inquiry questions and their bulleted character’s talking points. Each student must submit three inquiry-based questions and their bulleted list of talking points, plus their narrative piece prior to the debate.

**Day 6: (In the Classroom, taught by the Classroom Teacher)** Students will submit their story-map (submitted as a One-Act Play group) and character narrative (submitted individually) at the

beginning of class. By the end of class, they will submit their inquiry-based questions and talking points. Students will practice asking each other questions and responding using their talking points in their small groups. Students will receive the guidelines and an example script to be used when drafting and writing their own scripts about the Civil War/Reconstruction Era. If time allows, they will then spend the remainder of class beginning their first draft of their One-Act play script in collaboration with their group members.

**Day 7: (In the Classroom, taught by the Classroom Teacher)** The CT will return the evaluated student-created story-maps and character narratives (with teacher feedback) to the small groups. Students will work on and submit their One-Act Play script rough draft by the end of the class period. Students will work collaboratively in their groups. The CT will assist and guide as needed. Students will spend the last ten minutes of class practicing their debate inquiry questions and responses as the debate occurs the very next class period.

**Day 8: (In the Classroom, taught by the Classroom Teacher, Librarian present is possible)** The CT and Librarian will moderate a debate between those “In Support of the Secession of the Southern States” and those “Against Secession of the Southern States”. Students are expected to use their character narratives, talking points and inquiry questions in discussion of the Essential Question/debate parameters of “those against the south seceding” and those “for the south seceding”. Students can genuinely show emotion based upon their character’s perspective but must remain school-appropriate and historically accurate.

**Day 9: (In the Classroom, taught by the Classroom Teacher)** Students will begin the class period by evaluating their participation, authenticity/passion, and historical accuracy for the debate. Students will work in collaboration with their One-Act Play Groups to complete their script. The CT will conference with students and offer suggestions/feedback, correct any misconceptions students may have and ask guiding questions of each person’s “role”. Students will practice their One-Act Play.

**Day 10: (In Classroom, Taught by the Classroom Teacher)** Students will practice and complete a Dress Rehearsal for the One-Act Play. Students will choose their costumes from the Theater/Art Departments costume options or make their own if none are available. The focus on this class period is: practicing the scripts and making sure all information is accurate. Students won’t be expected to memorize their lines but rather, have them rehearsed enough that they are natural sounding. The CT will offer guidance and correct any historical inaccuracies.

**Day 11: (In the Library, facilitated by the CT and LMS)** Each small group will perform their One-Act Play for 6th and 7th grade students.

The 6th and 7th graders will have a ballot and they can vote as follows:

The One-Act play that has:

- 1) The Most Amount of Historical Information \_\_\_\_\_ *(Name of Play)*
- 2) The Most Thought-Provoking Performance \_\_\_\_\_ *(Name of Play)*
- 3) Best Character Goes to: \_\_\_\_\_ *(Name of Character)* of \_\_\_\_\_ *(Name of Play)*

**Evaluation:**

Upon conclusion of the debate, on Day 9, students will evaluate themselves and their peers at the end of the debate. The students will have created (with guidance) the rubric used for assessment of the debate.

During the One-Act Play, the LMS and CT will assess student learning based upon: 1. Participation 2. Historical Accuracy 3. Intrigue (Was the audience following along & interested?)

**Day 12:** The LMS will have the black suitcase that was part of the anticipatory set at the front of the library classroom. Students will volunteer to put their story-maps, their narratives, and any artifacts they want to add to the suitcase to store as artifacts for “future explorers”.

Students will have a whole-class discussion and reflection time where they will purposefully assess their participation in their group, their group’s research, debate and their One-Act Play Performance. The LMS will guide and emphasize the importance of self-reflection, and learning from successes and weaknesses in research. Students will write a “Research Wrap-Up” assessment response after the discussion summarizing their research, debate and One-Act Play experience. This response should be in the student’s own words, answering the Essential Question: *“How were people impacted and involved in the Civil War? What were the short-term and long-term consequences for them?”*

**16. Step by Step activities and Process Models:** Please see 15. Process Model and Information and Technology Literacy Activities for step by step activities.

**17. Lesson Closure/Object Based Learning (Reflect Anticipatory Set):** Prior to the whole-class discussion and “Research Wrap-Up” assessment response, the LMS will have the black suitcase that was part of the anticipatory set at the front of the library classroom. Students will volunteer to put their story-maps, their narratives, and any artifacts they want to add to the suitcase. The LMS will ask that the student share one thing they learned before they put their artifact into the suitcase. This will lead into the self-reflection discussion and assessment response.

**18. Lesson Evaluation/Assignments/ Handouts/Teaching Materials:****A. Authentic Assessments:**

- Student-created, self-evaluations for the debate
- Authentic 6th/7th grade audience with ballot for One-Act Play
- Whole class discussion and assessment of learning after the play
- Student self-assessment response of the research unit
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**B. Assignments:**

- Collaborative story-map compiled by each One-Act Play group
- Individual student compiled character narrative (re: Character Card)

**C. Handouts/Teaching Materials:**

**Included hereafter are the unit materials as follows:**

1. Ballot for 6th and 7th grade audience students for the One-Act Play
2. Character cards (5 total)
3. Rubrics for student self-evaluation of the debate
4. Example Script for One-Act Play
5. Story-Map Graphic Organizer example
6. Rubric for LMS/CT evaluation of the One-Act Play

**Ballot for 6th & 7th Grade audience students for the One-Act Play:**

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*Welcome to Research Theater!*

**Please vote for the One-Act play that has:**

1) The Most Amount of Historical Information: \_\_\_\_\_

2) The Most Thought-Provoking Performance: \_\_\_\_\_

**Please vote for:**

3) Best Character Goes to: \_\_\_\_\_

\*\*\*\*\*

**Character Cards for each student (All clipart courtesy of the Florida Center for Instructional Technology)**

Abolitionist/Underground Railroad Supporter



Politician for the Union



Confederate Rebel Soldier



Slave



Plantation Owner (Slave Owner)



**Rubrics for student self-evaluation of the Debate (Participation, authenticity/passion, and historical accuracy)**

*\*\*This will be student-created but here is a possible example.*

**DEBATE SCORING RUBRIC**

	<b>Advanced (10 pts.)</b>	<b>Proficient (5 pts.)</b>	<b>Intermediate (2 pts.)</b>
<b>Participation</b>	Participated to fullest ability (5+ talking points/questions). Clearly a “team-player”	Participated. Joined in the discussion with 2-4 talking points/questions.	Participated with 1 or less talking point/question.
<b>Authenticity/Passion</b>	Presented information in animated, engaged manner. No off-task behaviors.	Presented information appropriately but lacked enthusiasm. 1-2 off task behaviors.	Presented little authentic information. 2+ off task behaviors.
<b>Historical Accuracy</b>	Came to debate prepared, having read and researched material extensively	Somewhat prepared, research is evident but not extensive.	Not prepared, research not evidenced.
<b>TOTAL</b>	<b>/30</b>		

**Example Script for One-act Play (adapted from Amy Puetz' *Historical Skits*)**

## CHRISTOPHER COLUMBUS

*Scene: The court of Ferdinand and Isabella, King and Queen of Spain*  
*Columbus Ferdinand Isabella Court attendants*

(Enter Columbus accompanied by attendants. He kneels at the feet of the king, who motions him to rise.)

Ferdinand: You have come promptly in answer to our message.

Columbus: Yes, your Majesty. I am anxious to begin my voyage across the Atlantic.

Isabella: (Holds a piece of paper.) This letter from Prior Juan of La Rabida has aroused our interest.

Ferdinand: We fear that such an expedition may be a failure. The last explorers who attempted that voyage found nothing but clouds in the ocean.

Isabella: (Turns to Ferdinand.) He is a brave man to face the unknown dangers of the sea of darkness.

Ferdinand: (To Columbus.) Do you really think that you can find a short route to India?

Columbus: I firmly believe so, your Majesty, and I am willing to risk my life to prove it.

Ferdinand: The danger is very great, and the cost of the ships will be considerable. We have spent so much money on war that we have none left to waste.

Isabella: Do not refuse him. I will sell my jewels to provide the money, if need be.

Ferdinand: Indeed, I fear that may be necessary, for Spain is no longer rich.

Columbus: If I go, I can be the means of bringing you wealth. After I find a short way to India, rich silks and spices can be brought here. We can also teach the natives of India about the Christian faith.

Isabella: What you say is good.

Ferdinand: My queen, do as you will, but I have very little faith in the plan.

Isabella: (To Columbus.) How many ships do you need?

Columbus: Three will suffice, your Majesty.

Isabella: You may plan to make the voyage. I will be responsible for the necessary money.

Columbus: I thank your Majesties. Heaven grant you may not regret what you have done.

Ferdinand: When do you wish to start?

Columbus: As soon as possible.

Ferdinand: Then choose your men, and be ready to leave Palos at an early date. Columbus: I will lose no time. When I return, a trip to India will be an easy journey. Isabella: Best wishes to you, brave friend. Heaven prosper your undertaking.

Columbus: I thank your Majesty. (He bows and goes out. The rest follow, the king and the queen leading the line of courtiers and ladies.)

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**StoryMap Graphic Organizer Example**

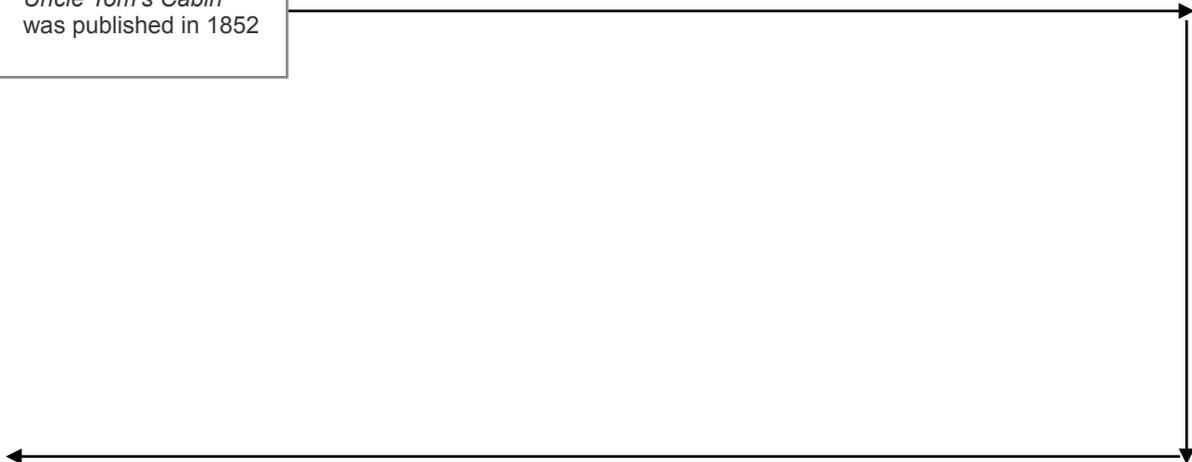
**CIVIL WAR STORY MAP**

One Act play group: \_\_\_\_\_

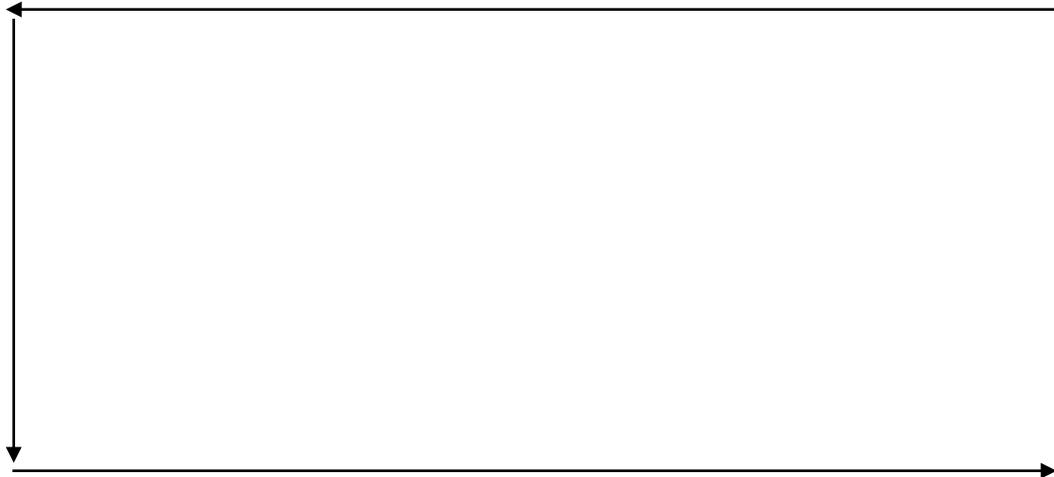
GROUP MEMBERS: \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Harriet Beecher Stowe's  
*Uncle Tom's Cabin*  
was published in 1852



Civil Rights Act  
of 1875



**Rubric for LMS/CT Evaluation of One-Act Play***Civil War/One-Act Play Scoring Rubric**Student Name:* \_\_\_\_\_

	<b>Advance (15 pts.)</b>	<b>Proficient (10 pts.)</b>	<b>Intermediate (5 pts.)</b>
<b>Participation</b>	Participated to fullest ability. Well-rehearsed lines and clear, thorough preparation is evidenced.	Participated. Lines were rehearsed and student preparation is evident.	Limited participation, lines not rehearsed, student preparation evident in limited forms.
<b>Intrigue (<i>Was the audience following along &amp; interested?</i>)</b>	Presented information in animated, engaged manner. Script was entertaining and purposeful. Audience engaged.	Presented information appropriately but lacked enthusiasm. Script was adequate, kept the audience's attention for most of the play.	Presented information in monotone, unenthusiastic manner. Dry, uninteresting script, audience not engaged.
<b>Historical Accuracy</b>	Content is well-researched and learning is evidenced. 8+ historical facts included.	Somewhat prepared, research is evident but not extensive. 5+ historical facts presented.	Not prepared, research not evidenced. Less than 5 historical facts presented.
<b>TOTAL</b>	<b>/45</b>		

**19. Connection to Other Curricular Areas:**

This Civil War One Act Play Unit is a collaboration between the Library/LMS and the “History Through Writing” 8th grade class. This unit integrates history, writing and communication (public speaking). Direct relationships include:

**A. History**->Research for completing the story-map, historical atmosphere background information so that students can “become” their character for the debate and the One-Act Play.

**B. Writing**->Students completing character narrative, writing talking points/inquiry questions for the One-Act Play and writing the script for their One-Act Play.

**C. Communication**-> students practice sharing information and communicating their research evidence during the debate and their One-Act Play

**20. Adapted Learning:****A. Developmental Level**

Students can complete their research using print books, audiobooks, the OPAC and/or the internet research depending upon their developmental level. Students have independent time for research AND collaborative work sessions.

**B. Multiple Intelligences**

LMS and CT will provide visual examples and guidance for research items like EasyBib (up on the SmartBoard). Audiobooks are available for use for auditory learners. Group activities and collaboration will occur for interpersonal learners. Independent research time and narrative writing will provide an opportunity for interpersonal learners. Logical learners will appreciate the time-line story-map graphic organizer learning activity.

**C. Gender**

Males and female students will have independent work time and collaborative work time. Students will receive a “Character Card” that they can personally define and create a persona for during their research. Students will have opportunities for engagement through theater arts (One-Act Play), dialogue and discourse (group collaboration and the debate) and independent research time.

**D. Socioeconomics**

All students are provided equal access to a wide variety of print/audio books, the OPAC and other library materials for research since some students might not have access to any at home. All students are provided “internet” work time in the library because not all students have quality access at home.

**E. Rural/Urban**

All students are provided “internet” work time in the library because not all students have quality access at home. Transportation to a public library might not be feasible either so all students are provided access to a wide variety of print/audio books, the OPAC and other library materials for research.

**F. Learning Disabilities:**

Upon starting this unit, the LMS will present an overview, showing all the topics and products that will be completed. When moving on from one task to another, the LMS or CT will review what has been learned before (in the previous lesson in the library or in the classroom). The LMS and CT will discuss the relationship between that day’s lesson and the learning that

immediately preceded it. This presentation of the unit in a systematic, step by step way will help students who have learning disabilities make connections and not become overwhelmed. The unit involves a lot of group work time where students with learning disabilities won't be required to "go it alone" but rather, will have the input and support of their peers to accomplish a task.

Students have access for talking books/audio books in the library for those students who struggle with reading out loud, reading below grade level, or are slower readers. Multiple modes of assessment including a student generated response and a student-completed self-evaluation of their debate participation.

### **G. Extensions (For Gifted Students):**

For those students who excel at auditory learning and tactile-kinesthetic learning, the debate and One-Act Play allow them to use their skills effectively. Visual learners are allowed to help out making the costumes and have the option of making a poster to display in the 6th and 7th grade classrooms that advertises the One-Act Play performances. Students can partake in this extension after they have completed their research, story-maps, narratives, debate talking points, and collaborated with their group to create the One-Act Play script. Another extension students can complete after the above tasks and collaboration, is becoming a "Resident Expert". Resident Experts are students who choose to brainstorm their own second or third Essential Question on the topic, research and provide an answer to their essential question and share their information in a creative way. Resident Experts can share their research findings in a short report with the class at the end of the Unit. The "Resident Experts" option has been used by students in the past, but the LMS and CT presume that not many students will have time to do this option as so much of the Civil War One Act Play unit is collaborative. However, if gifted students are needing an extension activity, the poster and a "Resident Expert" report are available.

**21. Works Cited/ Resources:** See Below.

References

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