

TWW Inc.

PS 150 Middle Passage



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THEATRE (8th Grades/ 3 classes)

Objective..Giving students a world view. First through their Social Studies Curriculum, than revisit that event and become the Characters in that event. Giving them a better understanding of history

First..Fun Exercises to get the class going!



Lawrence Craig..Teaching artist



Articulating and muscle exercises

Head roll



Loosen up those limbs



Mirroring



Helping with Characters through history



Character building





Working on Scenes, Scripts-students had to write their own, Understanding their Character & History.

Exit Projects

All students in the 8th grade had to participate in this for their final grade. It was done in 3 parts.

Part 1. Students had to write a report in the areas in which they're performing.

Part 2. Oral / Performance.

Part 3. A panel of the teachers & principal used this Rubric assessment to grade.

Part 4. Students had to take part in a Q&A from the Panel.

Component Three: The Presentation

Remember the presentation component has two parts. Some visual component as well as an oral presentation you will make to your class. You will share what you have learned during the completion of your project to your peers. You should be prepared to give a presentation to your class approximately 10 minutes in length. You will present your visual component and explain what you have learned.

Part One: The Visual Component

You will create a visual representation that would best complement your written component and can be effectively used in your oral presentation. The graphic component is not measuring your artistic talents but showing your understanding of the many dimensions and elements of your topic.

When thinking about the graphic component you should ask yourself the following questions:

- What information or symbols will I include?
- What materials will I use to create my graphic?
- What kind of research do I need to do to prepare to create my graphic?
- Does my graphic support the ideas expressed in the other parts of my project?
- How will I use this graphic in my oral presentation?

Suggestions for Visual Component:

- Design posters, photocopy pictures from a book, draw a picture or characters representing your topic, create a portrait, painting, or political cartoon. Draw a map, timeline, or graph. Take photographs or pictures illustrating a part of your topic.

This is one of the many opportunities to be creative. Come up with as many ideas as possible and make them fit within your topic. Think of something that will truly represent your overall theme.

Visual Component Rubric:

4	3	2	1
EXCEEDS STANDARD	MEETS STANDARD	APPROACHES STANDARD	BELOW STANDARD
Graphic representations are included that strongly support ideas/opinions	Graphic representations are included that generally support ideas/opinions	Some inaccuracies and irrelevant graphics used.	Extraneous and inaccurate graphics with little relevance; no graphics.
Shows much evidence of research and conclusions drawn	Shows evidence of research and conclusions drawn.	Shows little evidence or some evidence of research	Shows little or no evidence of research.
Reflects a deep understanding of the topic; essential questions/ideas are clearly addressed	Reflects an understanding of the topic; essential questions/ideas are slightly vague.	Reflects a beginning understanding of the topic; essential questions are unclear.	Shows no understanding of the topic; no attempt to answer essential questions.
Graphics are organized and shown in a logical, sequential manner.	Display is mostly organized in logical ways.	Display is somewhat organized.	Graphics are poorly organized and difficult to understand.
Graphics are effectively used in oral presentation.	Graphics are used in oral presentation.	Little use of graphics in oral presentation.	Graphics are not used in oral presentation.

Part Two: The Oral Presentation

This final section will include all aspects of your research and the many facts that you find relevant to your topic. It is your responsibility to synthesize (bring together) all the different things you learned and organize them in a way that will captivate your audience and show that you truly understood your topic.

Keys to Preparing an Oral Presentation

- Know your subject matter
 - Review your written component for the major facts and supporting evidence that you want to share. Check your facts and be prepared for questions.
- Develop a Theme
 - All presentations are designed with a single purpose. Your purpose is to present your findings on your research question. Make sure your audience knows your question.
- Prepare Your Script
 - Don't read word for word; instead use 3x5 cards as notes to guide you.
 - Be sure to have an opening, body, and summary
- REHEARSE! REHEARSE!! REHEARSE!!!
- Presentation
 - Speak slowly, clearly and with authority.

Types of Presentations:

The type of presentation is up to you!! You can write a speech, create a power point, or perform a monologue. The options are endless. Once again be creative.

Oral Presentation Rubric:

4	3	2	1
EXCEEDS STANDARD	MEETS STANDARD	APPROACHES STANDARD	BELOW STANDARD
Effective use of graphic component	Uses graphic component	Has graphic, but makes little or no reference to it.	No graphic.
Displays mastery of English language through clear communication of ideas. Very few grammatical errors.	Good understanding of English language demonstrated clearly through clear communication of ideas, some grammatical errors.	Ideas are somewhat unclear, many grammatical errors.	Ideas are vague, impossible to comprehend because of poor grammar and communication.
Presentation logically developed, with definitions and examples, accurate details.	Good presentation connecting ideas, several examples, some inaccuracies.	Some ideas not well connected or developed, many inaccuracies.	Most ideas not connected or developed, details and facts completely inaccurate.
Fully engages the audience, excellent eye contact, explains presentation, does not read to audience	Engages the audience most of the time, generally maintains eye contact, mostly explains.	Does not engage audience most of the time, has poor eye contact, reads presentation.	Does not engage audience, makes not eye contact, reads to audience or fails to complete presentation.
Fully addresses major themes and has a well developed sense of closure	Somewhat addresses major issues and develops a sense of closure.	Does not address some major issues and has little sense of closure.	Fails to address any major issues and has no sense of closure.

Written Component Rubric

4	3	2	1
EXCEEDS STANDARD	MEETS STANDARD	APPROACHES STANDARD	BELOW STANDARD
Fully answered the research question.	Answered the research question with some factual errors.	Partially answered the research question.	Did not answer the research question.
Carefully organized	Good overall structure	Satisfactorily organized	Poorly organized
Clearly displays personal understanding of historical impact. Supports opinions.	Shows some personal understanding of historical impact. Partially supports opinions.	Shows little understanding of historical impact. Supports few opinions.	Shows no understanding of historical impact. No evidence of support for opinions.
Demonstrates an excellent understanding of written English: grammar, punctuation and sentence structure.	Good understanding of written English, some grammatical errors.	Many grammatical errors.	Grammatical errors make it impossible to understand
Uses multiple sources of information in developing an accurate written project. Excellent bibliography.	Uses several sources of information in developing an accurate written project. Contains bibliography.	Uses few sources of information, ineffective use of research materials. No evidence of using sources listed.	Shows no evidence of research. No bibliography.
Displays evidence of mastering major issues	Displays evidence of major issues	Displays little evidence of understanding major issues	Displays no evidence of understanding major issues.

EXIT PROJECTS

WWII..Story deals with the orders coming from Hitler to go and capture Jews and take them to the Gas Chambers



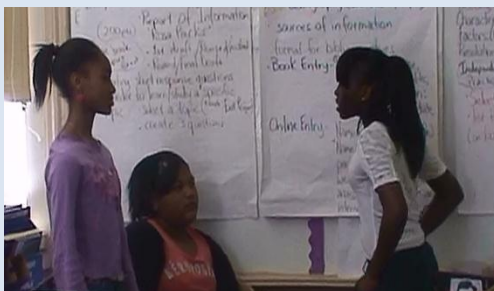
Narrator Explaining Scene & Characters



German Soldiers explaining plans



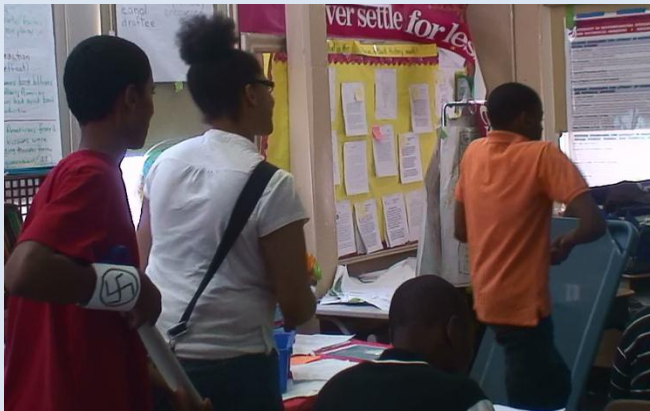
Driving to capture, conversing more on Hitler's plan



Jews are hiding, explaining plans for getting food



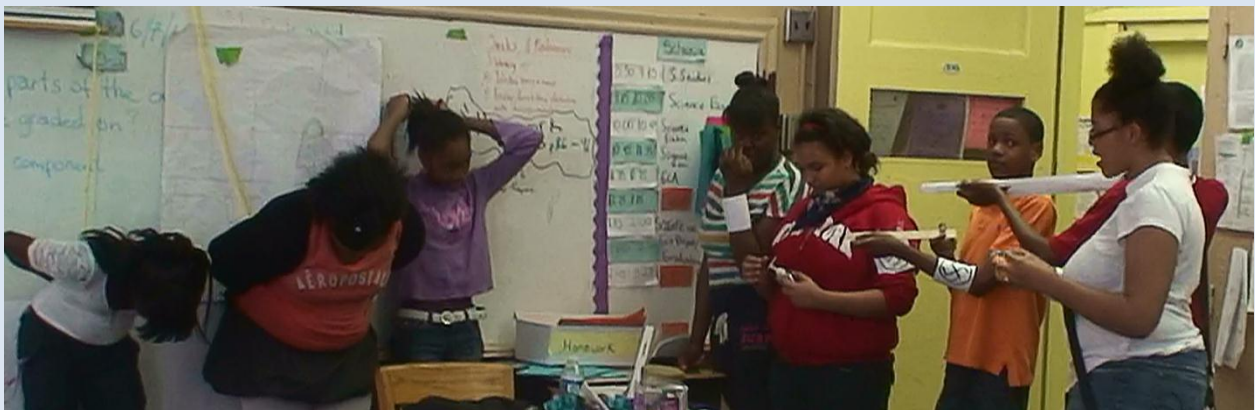
Coming back with food



Here comes the Germans!



The Capture



Gas Chamber

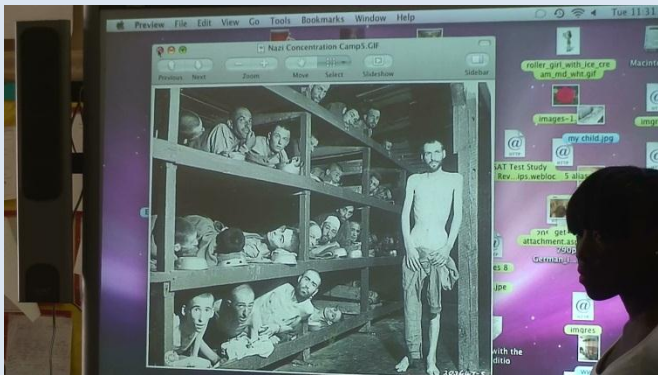
Students Powerpoint Presentation

Explaining Gas Chambers





Treatment



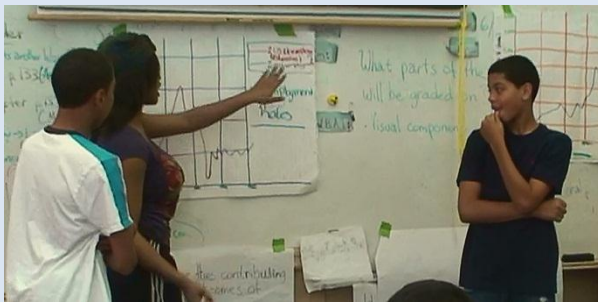
Stock Market Crash..Great Depression



Explaining what happen



Explaining to Workers what happen to their money invested and job situation

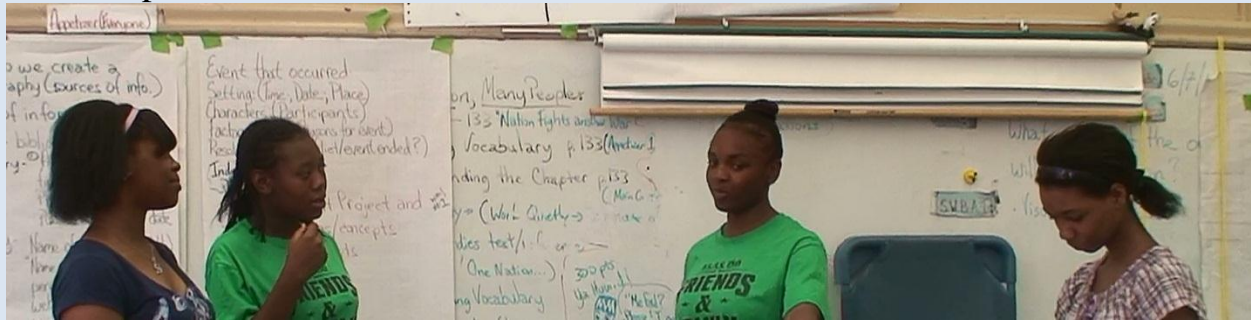


Explaining the Theory of the Job Market



Trying to survive losing it all from investments, outside buying food from vendor.

Great Depression..Economics..



Mother explaining to her daughters, the loss of their father and how they must survive the Depression.

PEARL HARBOR



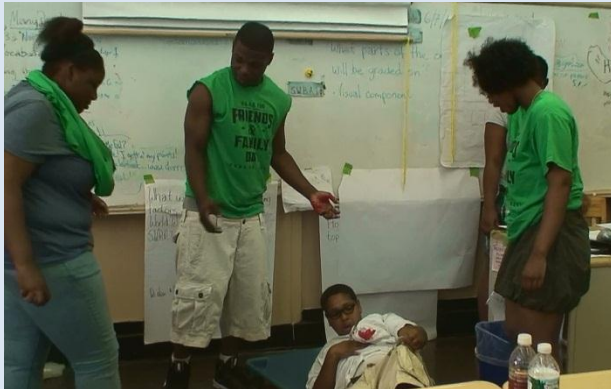
Explaining what it was to be in an Internment Camp..WWII..American Japanese



Japanese Pilot getting final orders to Pearl Harbor... Target..The Arizona!



A worker gets hit



Doctors help



Trying to Save him



With Blood still on his hands, giving directions to get Riffle to shoot down planes.



Shoot them down



Fighting Back...Airplane fight

VISUAL (4th & 5th Grades)
Representing Cultures from around the world. Also, complementing
their curriculum.



Chipwood Art



Making those Masks



Saeeda Banks...Teaching Artist



Working together



Hey! Look at me



Pictographs



Combination of Different Artwork that students completed

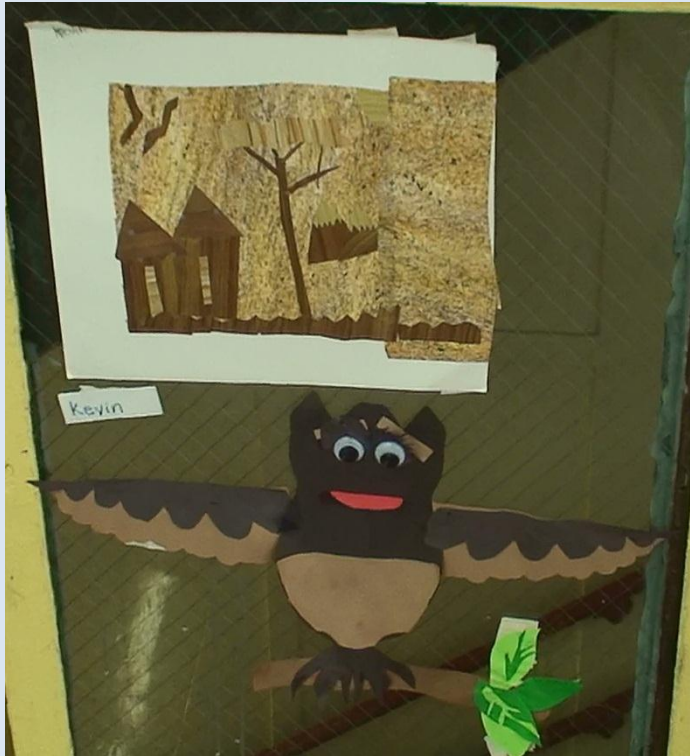






Destiny

Justin



Kevin



