



Performer A: \_\_\_\_\_ Performer B: \_\_\_\_\_ Performer C: \_\_\_\_\_

Today: \_\_\_\_\_ Class: \_\_\_\_\_ Min. Time: \_\_\_\_\_ Actual: \_\_\_\_\_

Scene: \_\_\_\_\_

4		3			2	1	
100	94	85	78	71	65	58	0
<b>Behaviors and Responses that Suit the Character</b> Selects mannerisms, gestures, and interactions in a way that brings a sense of realism to the character.		Selects mannerisms and gestures, and begins to interact with the other characters, although is somewhat "wooden."		Uses own personal mannerisms, gestures, and interactions rather than those of the character.			
<p>← Strong ————— Average ————— Weak →</p>							
<b>Behaviors and Responses that Support the Dramatic Situation</b> Reactions to changing dramatic situation are consistent with the character and advance the dramatic situation.		Reactions are consistent with the character and advance the dramatic situation; adjustments to changing circumstances are stilted.		Reactions are not always consistent with character; fails to react to changing dramatic situations.			
<p>← Strong ————— Average ————— Weak →</p>							
<b>Advancement of the Historical Situation</b> Advances the situation consistent with the character and the history portrayed. Shows substantial historical knowledge.		Advances the situation usually consistent with the character and the history portrayed; shows some historical knowledge.		Actions do not advance or maintain the scene in an historically relevant fashion.			
<p>← Strong ————— Average ————— Weak →</p>							
<b>Vocal and Physical Aspects</b> Effectively creates a distinct, historical character revealing vocal and physical qualities suited to the role (vocal volume, posture, gestures).		Attempts to create distinct vocal and physical qualities suited to the role.		Uses own vocal and physical qualities, imposing them on the character rather than adapting to the character.			
<p>← Strong ————— Average ————— Weak →</p>							

## **Directions:**

“Improvisation” is an acting technique. You “improvise” when you make it up as you go along. The purpose of doing this in Social Studies class is to help you remember history better by acting it out and, perhaps, having some fun with it.

Different people have different natural talents. Some are great readers, some are great writers, some are great actors. Activities like this are there to give the great actors a chance to show what they know in a way they are most strong. Some students will not enjoy this kind of activity. If this is you, it is hoped you will take heart and have patience knowing that the actors in the class appreciate this chance as much you may enjoy reading or writing essays.

Follow the instructions for the selected improvisation game with no more than two classmates. Your goal is to use acting skills to learn / teach Social Studies. You may go beyond strict historical accuracy a little in the interests of making a joke or entertaining us, but nothing in your scene should result in someone **mis**understanding history.

## **How You’re Graded:**

The grading rubric used here has been adapted from evaluations used in acting schools. As long as participants’ performance is equal, participants will receive the same grade. Participants whose participation is not equal will not detract from the grade of those who perform strongly and, in this case, participants will be evaluated individually.

### **Behaviors and responses have to suit the character**

Select mannerisms, gestures, and interactions in a way that brings a sense of realism to the historical character you are portraying.

### **Behaviors and responses have to support the dramatic situation**

React to the changing situation in your scene in ways the character would.

### **The historical situation has to be advanced as you act**

Advance the situation in ways the character would by adding things of your own. Add things as they would have been in the historical period portrayed. React and adjust to the situation. Show your knowledge of history here!

### **Vocal and Physical Aspects have to support the character you’re playing**

Effectively create a distinct, historical character revealing vocal and physical qualities suited to the role (vocal volume, posture, gestures). Walk, talk, act like you think the character might have.

Improvised Scene = Teams act out a randomly-drawn historical scene.

Newscast = An anchorperson interrupts the regular broadcast to announce breaking news at an historical event. Scene goes to reporter interviewing a character at the scene. Anchorperson needs to give sufficient background info!

Press Conference = Assistant to significant historical person introduces that person to the pool of reporters (the class). The significant person gives a brief speech, then accepts relevant questions from the audience which s/he may have planted before the scene.

Stranger in Town = One player goes out of earshot while the other two devise an historical scene. The player returns and acts out the scene as if s/he knows what’s going on. No easy hints allowed. On “time’s up”, player guesses his/her character and scene.

Commercial = Improvise a commercial supporting an historical opinion.

Triple Speak = A significant historical person delivers an improvised speech while periodically drawing random words from a pile. The drawn word has to be integrated in the speech somehow in a logical fashion.

Artifact = Students create artifacts of the historical period. They are placed in a box. Students take turns drawing artifacts from the box and using it in an historical scene.