

American Voices

HAIR: Lesson 5 Student Assessment

Physical Tableau Activity:

In groups of four or five, students will create a physical tableau (i.e. frozen scene) to depict images from the 1960's socio-political landscape between the "counter-culture" and the "Establishment" using the following guidelines:

- 1) Each student group chooses a statement or descriptive word from the previous lessons' Venn diagram (i.e. Peace, No More War, sit-in, etc...) and writes it on an index card.
- 2) Students create and rehearse an original tableau inspired by the word/phrase.
- 3) Each group portrays their tableau to the class. The audience should be able to understand the performers' stage picture and "story."

Students should consider the following:

- **Depict a heightened conflict**
EXAMPLE: For the phrase "No More War", perhaps Character A creates a conflict by attempting to tear-gas a war protest. Character A's frozen action should easily allow the other students to portray a reaction, physically showing how they feel about Character A's choice. Perhaps Character A's friend was helping him hold back the protest while another character offers him a flower.
- **Demonstrate "who you are"** by putting your human statue "in action." Each human statue should "show" the actor's character and objective by answering the following:
*Who are you? - I am a policeman.
What are you doing? - I am ready to use tear-gas on the protesters.
What do you want to accomplish? - I want to keep the protest orderly.*
- **Show your character's relationship to other characters in tableau.** The audience should be able to observe your relationship to others. Consider the following to create relationships with others in the tableau:
 - Levels (i.e. high, middle, and low)
 - Spatial relationships (i.e. close, distant, etc.)
 - Eye focus
 - Facial expression

Physical Tableau Rubric:

- Go over rubric criteria with students to inform them on what they will be graded.
- Use rubric to assess individual and group achievement in the exercise.
- Encourage students to provide feedback to each other using the rubric (i.e. peer-to-peer assessment).

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	Highest Level/Exemplary 85-100*	Middle Level/Satisfactory 65-84	Lowest Level/Unsatisfactory 0-64
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TEAM: 50 Total Possible Points

	(22-25 points)	(17-21 points)	(0-16 points)
GROUP OBJECTIVE (up to 25 points) Score _____	- Tableau conflict is clear and present throughout stage picture - Conflict stakes are high	- Tableau conflict is not consistently clear or present throughout - Conflict stakes are moderate or inconsistent	- Tableau conflict is unclear or absent - Conflict stakes are minimal or not discernible
GROUP PICTURE (up to 25 points) Score _____	- Fully captures the emotional state of tableau title - Fully captures relationships in tableau - Depicts dynamic use of "stage" (i.e. Levels, spatial)	- Moderately captures the emotional state - Moderately captures relationships for tableau - Depicts moderate use of "stage"	- Emotional state is minimal or not captured - Relationships are minimal or not captured - Depicts minimal or no use of "stage"
Subtotal _____			

INDIVIDUAL: 50 Total Possible Points

	(22-25 points)	(17-21 points)	(0-16 points)
INDIVIDUAL PHYSICALIZATION (up to 25 points) Score _____	- Awareness of space and appropriate use of staging conventions is strong (i.e. Levels: high, middle, low) - Actor uses entire body and face to express their emotion, action, and relationship(s)	- Awareness of space and appropriate use of staging is adequate or inconsistent - Actor partially uses body and face to express their emotion, action, and relationship(s)	- Awareness of space and appropriate use of staging is lacking or does not exist - Actor minimally uses body and face to express their emotion, action, and relationship(s)
RELATIONSHIP/ COLLABORATION (up to 25 points) Score _____	- Contribution to group partners is strong (i.e. adding ideas, critiquing other's ideas) - Individual actively listens to others	- Contribution to group partners is moderate or inconsistent - Individual moderately listens to others	- Contribution to group partners is weak or non-existent - Individual did not seem to listen to others
TOTAL _____			

*Please note that the point distribution is a mere suggestion. Please adjust if needed.

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HAIR: Lesson 4 Student Assessment

Essay Topic:

How does *HAIR* reflect what you learned about the 1960's? Choose two scenes/songs from *HAIR* as references of character's point of view and message. How did people involved in the events of the 1960's feel about the struggles they were witnessing and experiencing?

- Do you need large amounts of people to change things for the better, or do you need to act on an individual level?
- How did the Vietnam War, Civil Rights, and the assassinations of Robert Kennedy, John F. Kennedy, and Martin Luther King Jr. affect the socio-political climate?
- What did "counter-culture" stand for and rebel against?

Note to Teachers:

Encourage students to use resources from *American Voices* as references (*HAIR* text and lyrics, *HAIR* reviews, "Hippies and Woodstock" Power Point presentation, etc...) as well as other source material they research themselves.

"Scene and Song" Comparison Essay Rubric:

- Go over rubric criteria with students to inform them on what they will be graded.
- Use rubric to assess achievement in the essay writing activity.

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HAIR: Lesson 4 Student Assessment

“Scene and Song” Comparison Essay Rubric

	Responses at the Highest Level 85-100*	Responses at the Middle Level 65-84	Responses at the Lowest Level 0-64
<p>MEANING The extent to which the response exhibits understanding of the topic</p> <p>(Up to 50 points)</p> <p>SCORE _____</p>	<p>(43-50 points)</p> <p>Fully supports topic and opinions by use of lyrics, play’s text, or other cited resources</p> <ul style="list-style-type: none"> - Clear, focused comparison of song lyrics to the reality of the 1960’s using 3 or more cited points (i.e. Vietnam War, Civil Rights, Kennedy assassinations, etc...) - Clear, focused reasoning of why the “counter culture” rebelled against “The Establishment” using references to plays, lyrics, and other cited resources as examples - Clear, focused discussion to the difference in tone between 2 scenes with songs 	<p>(33-42 points)</p> <p>Describes topic and opinions by use of lyrics, play’s text, or other cited resources</p> <ul style="list-style-type: none"> - Moderately focused comparison of song lyrics to the reality of 1933 using 2 or fewer cited statistics - Moderately focused reasoning - Moderate focused discussion to the difference in tone 	<p>(0-32 points)</p> <p>Superficially describes topic and opinions by use of article, play’s text, or other resources</p> <ul style="list-style-type: none"> - Minimal or no comparison of song lyrics to the reality of 1933 using no cited statistics - Minimal or no reasoning - Minimal discussion to the difference in tone between
<p><u>Development and Organization:</u> The extent to which the ideas are explained using specific and relevant information exhibiting direction and coherence</p> <p>(Up to 25 points)</p> <p>SCORE _____</p>	<p>(22-25 points)</p> <p>Develop ideas clearly and fully</p> <ul style="list-style-type: none"> - maintains a consistent focus on the prompt - exhibits a logical and coherent structure 	<p>(17-21 points)</p> <p>Develop ideas clearly</p> <ul style="list-style-type: none"> - maintains basic focus and structure, but may have some inconsistencies or meandering - maintains a direction and coherence 	<p>(0-16 points)</p> <p>Develop ideas minimally</p> <ul style="list-style-type: none"> - lacks clear focus and structure
<p><u>Use of English Language Arts Conventions:</u> Effective use of sentence structure, sentence variety, spelling, punctuation, paragraphing, capitalization and grammar.</p> <p>(Up to 25 points)</p> <p>SCORE _____</p>	<p>(22-25 points)</p> <p>Use precise language with awareness of purpose</p> <ul style="list-style-type: none"> - varies structure and length of sentences for effect - demonstrates control of writing conventions - uses sophisticated vocabulary 	<p>(17-21 points)</p> <p>Use appropriate language with some awareness of purpose</p> <ul style="list-style-type: none"> - occasionally varies structure and length of sentences - demonstrates partial control of writing conventions with some errors which do not hinder comprehension - uses appropriate grade level vocabulary 	<p>(0-16 points)</p> <p>Use simple language that is imprecise or unrelated</p> <ul style="list-style-type: none"> - sentences lack variety and are constructed incorrectly - demonstrates a lack of control of writing conventions including many errors that make comprehension difficult - uses simple or below grade level vocabulary
<p>TOTAL _____</p>			

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