

American Voices

Inherit the Wind: Lesson 4/5 Student Assessment

Mock Trail Activity:

Creationism vs. Evolution

Trial Preparation

- 1) Group students into 3 teams: prosecution, defense, and jury.
- 2) Assign roles within each group:
 - Townspeople
 - Drummond
 - Brady
 - Cates
 - Town Preacher

**The teacher should be the judge acting as moderator and devil's advocate.*

Note to Teachers:

Encourage students to use American Voices resources (i.e. *Inherit the Wind* text, Mencken's Creed, Jazz Age Slang List, Vocabulary list, Scopes Monkey trial internet resources, etc...), as well as researched facts on the 1925 Scopes Monkey Trial, as evidence to support their team's position.

Trial Execution

- 1) Teams make opening statements.
- 2) Prosecution and defense examine and cross-examine witnesses.
- 3) Teams make closing arguments.
- 4) Judge/Jury renders a verdict.
 - a. Simplified version: Teams present their respective arguments. Perhaps each side is given a chance to rebut the other's case.

**Please reference Lesson 4 and 5, page 11 for full description of team trial preparation.*

Mock Trail Rubric:

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

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Inherit the Wind: Lesson 4/5

	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)
TRIAL PREPARATION (up to 25 points) Score _____	-Team creates clear, focused case using 3 or more points of evidence (i.e. <i>Inherit the Wind</i> , Jazz Glossary, "Mencken's Creed", Vocabulary list, and/or other cited sources) -Team allows for multiple voices in development of case including delineating roles	-Team creates focused case argument using 2 or fewer points of evidence -Team moderately allows for multiple voices	-Team creates little or no case/argument using minimal or no points of evidence -Team allows for minimal or no incorporation of multiple voices
TEAM EXECUTION (up to 25 points) Score _____	- Team presents a clear and fully supported argument and case for opinion -Team examines and cross-examines witnesses with well prepared questions and follow-up	- Team presents a partially supported argument -Team adequately examines and cross-examines witnesses with partially prepared questions and follow-up	- Team presents minimal or no support for argument -Team poorly examines and cross-examines witnesses with unprepared questions and follow-up
Subtotal _____			

INDIVIDUAL: 50 Total Possible Points

	(22-25 points)	(17-21 points)	(0-16 points)
DEBATE DECORUM (up to 25 points) Score _____	- Individual contribution to group partners is strong (i.e. adding ideas, critiquing other's ideas) -Individual actively listens to others -Individual expresses opinions in orderly manner (i.e. no yelling, no personal verbal attacks)	- Individual contribution to group partners is moderate or inconsistent -Individual moderately listens to others' ideas -Individual inconsistently expresses opinions in orderly manner	- Individual contribution to group partners is weak or non-existent -Individual did not seem to listen to others' ideas -Individual doesn't express opinions or does so in unruly manner
GIVEN CIRCUMSTANCES (up to 25 points) Score _____	-Individual clearly communicates character's objective for duration of trial (i.e. remaining in character) -Individual clearly commits to style of time period and trial setting	-Individual inconsistently communicates character's objective -Individual partially commits to time period and trial setting	-Individual minimally or does not communicate character's objective -Individual minimally or doesn't commit
TOTAL _____			

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

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Inherit the Wind: Lesson 3 Student Assessment

Essay Topic:

Choose a character from *Inherit the Wind*. Then, write an essay in your character's voice and from his/her point of view on why you support/oppose the study of Evolution. If the opposition wins the trial, what does that mean for the world around you? Craft your essay by describing your character's perspective on the following questions.

Consider the following questions when crafting your essay.

Does/Is your character:

- Traditional or progressive? (How do they feel about the Jazz Age and new slang?)
- Prefer the small town or dream of big city life?
- Embrace or rebel against the "Establishment"?
- Respond to the opposing position? How? (i.e. debate, violence, withdraw, etc.)

Note to Teachers:

Use evidence found in *Inherit the Wind* as well as researched facts and opinions to support your position. Encourage students to use resources from *American Voices* (i.e. *Inherit the Wind* text, Mencken's Creed, Jazz Age Slang List, Vocabulary list, Scopes Monkey trial internet resources, etc...) as references as well as other source material on the 1925 Scopes Monkey Trial that they research.

Character Point of View Essay Rubric:

- Review rubric with students to inform them of the criteria for which they will be graded.
- Use rubric to assess achievement in the essay writing activity.

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Inherit the Wind: Lesson 3

	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) Fully supports topic and opinions by use of play's text, or other cited resources</p> <ul style="list-style-type: none"> - Writes consistently in character's voice using appropriate opinions and vocabulary (i.e. Jazz Age Slang Glossary and Vocabulary List) - Essay incorporates 3 or more examples with clear reasoning to justify character's point of view - Integrates references to <i>Inherit the Wind</i>, Mencken's Creed, and other cited resources - Includes 3 or more words appropriately from Jazz Age Slang and Vocabulary List 	<p>(33-42 points) Describes topic and opinions by use of play's text or other cited resources</p> <ul style="list-style-type: none"> - Writes inconsistently in character's voice using appropriate opinions and vocabulary - Essay has 2 or fewer examples with/moderate justification - Some references but not always clearly integrated - Includes 2 or fewer words and/or not always appropriate 	<p>(0-32 points) Superficially describes topic and opinions by use of play's text or other cited resources</p> <ul style="list-style-type: none"> - Minimally or does not write in character's voice using appropriate opinions and vocabulary - Essay has 1 or no examples cited and/or poor justification - Poor or no references - Includes 1 or no words
<p>Development and Organization: The extent to which the ideas are explained using specific and relevant information exhibiting direction and coherence</p> <p>(Up to 30 points)</p> <p>SCORE _____</p>	<p>(22-25 points) Develops 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) Develops ideas clearly</p> <ul style="list-style-type: none"> - maintains basic focus and structure, but some inconsistencies and/or meandering - maintains a direction and coherence 	<p>(0-16 points) Develops ideas minimally</p> <ul style="list-style-type: none"> - lacks clear focus and structure
<p>Use of English Language Arts Conventions: Effective use of sentence structure, sentence variety, spelling, punctuation, paragraphing, capitalization and grammar.</p> <p>(Up to 30 points)</p> <p>SCORE _____</p>	<p>(22-25 points) Uses 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) Uses 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) Uses 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 that impair student's discussion - uses simple or below grade level vocabulary
<p>TOTAL _____</p>			

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