

American Voices

Of Mice and Men / Awake & Sing!: Lesson 3 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 Great Depression era using the following guidelines:

- 1) Each student group chooses a statement or descriptive word from the previous lessons' Venn diagram (i.e. Soup Line, Hunger, Depression, 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 "Soup Line", perhaps Character A creates a conflict by attempting to cut the line. 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 cut line while another character watches outraged.
- **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 father.
What are you doing? - I am cutting the line.
What do you want to accomplish? - I want to get my child soup before supply runs out.
- **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 (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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Essay Topic:

The song “We’re in the Money” was written and performed in the Hollywood movie *Golddiggers of 1933* only four years after the stock market crash of 1929. Research if the song’s lyrics truly reflect the reality of 1933 through statistics of unemployment, prices of essential items, job wages, etc... Why did Hollywood offer the vision of “We’re in the Money” to the general public at this time?

- Compare the difference in tone between this song and the 1920’s song, “Brother Can You Spare a Dime?”
- How does this song reflect or not reflect the themes in *Of Mice and Men* and *Awake & Sing!*?

Note to Teachers:

Encourage students to use resources from *American Voices* as references (1930’s price list, letters to Eleanor Roosevelt, Dorothea Lange photos, “Photo Essay of the Great Depression” and “Hoovervilles” Power Point presentations etc...), as well as other source material they research themselves.

“We’re in the Money” Contrast 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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“We’re in the Money” Contrast Essay Rubric

	Responses at the Highest Level 85-100 (43-50 points)	Responses at the Middle Level 65-84 (33-42 points)	Responses at the Lowest Level 0-64 (0-32 points)
<p>MEANING The extent to which the response exhibits understanding of the topic (Up to 50 points)</p> <p>SCORE _____</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 1933 using 3 or more cited statistics (i.e. unemployment, prices, job wages, etc...) - Clear, focused reasoning of why Hollywood offered this vision to the general public using references to plays, lyrics, and other cited resources as examples - Clear, focused discussion to the difference in tone between “We’re in the Money” and the 1920’s song, “Brother Can You Spare a Dime” - Explicit references to <i>OMAM</i> and <i>Awake and Sing!</i> to justify student’s opinions 	<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 - Moderately focused discussion to the difference in tone - Some references to <i>OMAM</i> and <i>Awake and Sing!</i> to justify student’s opinions 	<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 - Poor or no references to <i>OMAM</i> and <i>Awake and Sing!</i> to justify student’s opinions
<p><u>Development and Organization:</u> The extent to which the ideas are explained using specific and relevant information exhibiting direction and coherence (Up to 25 points)</p> <p>SCORE _____</p>	<p>Develop ideas clearly and fully (22-25 points)</p> <ul style="list-style-type: none"> - maintains a consistent focus on the prompt - exhibits a logical and coherent structure 	<p>Develop ideas clearly (17-21 points)</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>Develop ideas minimally (0-16 points)</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. (Up to 25 points)</p> <p>SCORE _____</p>	<p>Use precise language with awareness of purpose (22-25 points)</p> <ul style="list-style-type: none"> - varies structure and length of sentences for effect - demonstrates control of writing conventions - uses sophisticated vocabulary 	<p>Use appropriate language with some awareness of purpose (17-21 points)</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>Use simple language that is imprecise or unrelated (0-16 points)</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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