

Scriptwriting With Text Evidence

8th Grade ELA & Drama

Adapted by Paige Satcher

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Drama
Script-writing
Acting

DURATION

5 Class periods

OBJECTIVES

TSW dissect a piece of informational text about the events of 9/11, finding main ideas and details as well as drawing inferences.

TSW write interview questions and conduct interviews with people who remember the events of 9/11.

TSW work in groups to compose a one-act play to re-enact the sequence of events and the emotions of 9/11.

MATERIALS NEEDED

Photocopies of informational text passage, Computer, projector, and screen for video interviews, Paper and pencils for student script writing.

VOCABULARY

ELA Vocabulary:
information text, sequence, infer

Theater Vocabulary:
One-act play, script, dialogue.

RECOMMENDED RESOURCES

Informational Text Passages: Lower lexile passage: <http://www.scholastic.com/browse/article.jsp?id=3756477>

Higher lexile passage: <https://www.commonlit.org/texts/9-11-2001>

MSCCR STANDARDS

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 Determine the central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on each other's ideas and expressing their own clearly.

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

MSCCR CREATIVE ARTS STANDARDS

TH: Pr4.1.8 (Select, analyze, and interpret artistic work for presentations). Explore difference pacing to better communicate story in a drama/theatre work.

TH: Pr6.1.8 (Convey meaning through the presentation of artistic work). Perform a rehearsed drama/theatre work for an audience.

TH: Cn11.1.8 (Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding). Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.

What happened on the day of 9/11 – Introduction video: <https://www.youtube.com/watch?v=mHjH1sl1o9s>

Eye-witness interviews: <https://www.youtube.com/watch?v=ykcFnL6WS5U>

LESSON SEQUENCE

TTW ask students about their background knowledge regarding the terrorist attacks on 9/11.

TSW watch a short video (provided in resources) about the attack. TSW discuss how they might have felt if they had witnessed or been involved in the disaster. TTW write these words on the board and have the students act out these emotions (no words, only motions and facial expressions).

TTW explain that students will be gathering more information about the 9/11 terrorist attacks through informational texts, interviews, etc., to create a one-act play that will be performed for the class.

Day 1: Informational Text

1. TSW complete a cold read of one of the informational text passages provided in resources. (The teacher should pick the one best suited for his or her students).

2. Either in whole group or small groups, discuss the informational text, dissecting the passage for how it might be translated into students' one-act play by sequencing the events and asking questions such as: "How might people have reacted during this time?" This will involve drawing inferences and making connections within the text.

Day 2: Preparing and Conducting Interviews

TSW be interviewing school staff, community members, parents, etc., about what they remember about the events of 9/11.

1. Have students work in groups to brainstorm questions for their interviewees. (Remind them that these questions and answers will be part of their play they will be writing.)

2. If time allows, play video interviews from primary witnesses (provided in resources). Have students take notes about events, emotions expressed, etc.

Day 3 and 4:

TSW compile information gathered from the texts, interviews, videos, etc. to write a one-act play as a group to portray what happened on 9/11/2001.

The play may be pantomimed or may involve dialogue (whichever the students choose).

The play must retell the sequence of events correctly.

The play must represent the tragedy of the attack through bodily expressions and/or dialogue.

All of this should be included in the script that students are writing.

Day 5:

TSW share their completed scripts through a performance. TTW evaluate their performance based on the correct retelling of the events, emotion evoked from the performance, and the participation level of each member of the group.

EXTENDED LEARNING ACTIVITIES

Music Integration - Students may choose music that enhances their one-act play.

SOURCES

Original lesson: <https://artsedge.kennedy-center.org/educators/lessons/grade-9-12/art-fromtragedy#Overview>

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