

Living History Presentations

The project gives the students a chance to gain hands on role-playing experience of Americans during specific historical time periods. They get to dress the parts, act out the parts, and feel what it might have been like to live during the time period.

Curriculum/State Standard

American Heritage: Students will be able to identify significant individuals and groups in history and gauge their impact on specific historical events during the 1920's through the 1930's. Also, students will be able to trace and compare our culture's development in regard to art, literature, music, social developments, customs, and traditions.

Overview

Students participated in a Living Theater Presentation, where they were working in groups to research a period of time, an event, or famous people from the time. They had a month to create scripts that the group would present to the rest of the class. They were to use slang from the time and dress in the appropriate period clothing.

Objectives

- The student will be able to research an event or an individual during the 1920's/1930's.
- The student will be able to write a script and use costumes to perform the play.
- The student will be able to write a brief summary about the experience and what was learned.
- The student will be able to use a rubric to assess performance and learning.

Materials

Period costumes were needed for the 1920's and the 1930's. Examples were flapper dresses, long necklaces, fedoras and other period pieces. In addition, each group was to create a written script. We also used video equipment to videotape each presentation.

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GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

1

MONTHS

\$750

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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“Living History Presentation” project continued...

Readiness Activity

Students conducted research using books, Internet sources, classroom lectures, magazines, music, and other media and were able to gather enough information about the famous people they were to portray. As a group they wrote a creative and active script.

Strategies/Activities

Students began with a random selection for their project groups. They were given a list of some of the famous and infamous people of the 1920's and the 1930's. The groups were instructed to do research in our media center and at the public library about their specific individuals.

Through lecture, discussion, music, primary source readings, CD Rom activities dealing with the Harlem Renaissance and the Great Depression, pictures, and stories, each group was supposed to come up with a 20- minute script involving their particular characters, which included a story line and interaction between the characters. If they chose to re-create an actual event, such as the Scopes Trial, the group would have to include all of the main characters.

Students acquired their costumes. We videotaped each performance, and the students were to use a rubric to assess the other performances as well as their own.

The students had an objective test and short answer/essay questions to assess student learning.

Culminating Activity

We finished our activity with live performances that were videotaped. The class was encouraged to ask questions and make comments about what they saw and experienced.

Evaluation

The students were given a pre-unit list of people's names from the time period and were told to write what they knew about any of them. Of course the assessment by rubric of the finished product, including the scripts, was an important part of the evaluation. The unit test that followed was an appropriate measure for student learning of the overall time period.