

## Using Drama in the Social Studies Classroom

Adapted from a presentation by Lynne Kirby and Kati Linn

- ❖ Purpose: To actively reinforce and enrich content
- ❖ Ideas for use
  - Monologues
  - Puppet Shows
  - Choral Readings
  - Reader's Theatre
  - Informal Dramatization
  - Production
  - Script Writing
- ❖ When to use Drama
  - Activating
  - Extending and Refining
  - Culminating Activity
- ❖ Evaluation
  - Self evaluation and reflection
  - Extension activity
  - Project Rubric
- ❖ Resources
  - *Twenty-five Mini-plays for World History* by Erin Fry
  - *An Anthology of Multicultural Plays for Teaching World History and Geography* by Michael Welch and Ronald V. Morris

## Life in Medieval Europe

### Standards:

- 6.1.4 Describe and evaluate life in the European Middle Ages

### Process Standards:

- Explain causes in analyzing historical actions
- Consider multiple perspectives
- Analyze the interests and values of various people involved
- Hypothesize influences of the past

### Objectives:

- The students will produce and perform a dramatization that is historically accurate and entertaining.
- The student will accurately describe the lives of at least two different classes of people that would have made up a Medieval society.

### Essential Questions:

What were the duties/responsibilities of medieval nobles, peasants, and clergy?

How did the roles of men and women differ in medieval society?

**Time:** 2 Weeks

**Type of Lesson:** Culminating Activity

### Procedures:

**Background:** Students will be introduced to the topic and activity at the beginning of the unit on Medieval Europe. Students will also be given opportunities to explore various people groups and their lives through unit activities, such as Journal entries and simulations.

1. The class will begin by brainstorming what they have learned about medieval Europe. Their ideas will be placed on a web and used to write a historically accurate script.
2. Students will be put into groups of five or six. Each group should have a director, historian, head writer, set designer, prop manager and editor. Students will begin writing their script. Each group must develop three different topics from the class web.
3. When the groups have completed their scripts, the scripts should be

exchanged between groups for suggestions and check of historical accuracy. Once this phase of revision is complete, the groups may write the final draft of their play. These will be submitted to the teacher for final revision and approval.

4. Students will be given a brief amount of time to work on props and scenery.

5. Student groups will be given two or three days to rehearse for their "opening".

6. Opening day: The room will be set up as a theatre and the students in the audience will receive bonus points for being a good audience member. The groups will perform their Medieval Society Plays.

### Assessment:

- I. Content: 40 points
  - Script and production show depth and understanding of the time period
  - Historically accurate
- II. Script Writing: 20 points
  - Grammatically correct with complete thoughts in script format
  - Reader Friendly (correct spelling, legible, etc.)
- III. Stage Presence: 20 points
  - Clearly spoken with appropriate expression
  - Reading is enhanced by gestures and facial expressions
- IV. Group Work: 10 points
  - Active participant in the preparation of the play
- V. Self-Reflection 10 points
  - Well-written assessment of learning and ideas for future improvement