

Name \_\_\_\_\_

Name \_\_\_\_\_

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## **Ch. 16 – Life in the West Three-Act Play Presentation**

**Group:** \_\_\_\_\_

I am ready to be moved to tears with your wonderful performance about settlers moving West in the 1800's. Before you hit Broadway, practice, practice, practice! The best way to get me to learn about your group of settlers is to really get into character. What type of people are you acting like? What conflicts did these people have? You must turn in a script as well as a storyboard for your group. The storyboard must show what happens in each act and will guide the writing of your script.

Remember, plays are very powerful if the characters really put themselves in the shoes of the people they are trying to portray. You should definitely practice your play and work on emotions and reactions that your settlers might actually have had. I want to feel heartache at poor situations, happiness during good times, and anticipation when the future isn't quite known. Use props in your play. Make me give you a standing ovation!

Along with the three major questions already discussed, you may also consider including the following:

- Positive things the West offered your group they couldn't receive at home
- Challenges your group faced once they *arrived* in the West

### **Content**

- \_\_\_\_\_ ( 6) delivered accurate information
- \_\_\_\_\_ ( 3) addressed the major questions
- \_\_\_\_\_ ( 3) included a script (typed or written out in blue or black ink)
- \_\_\_\_\_ ( 3) included a Works Cited page—use EasyBib just as you did for ELA

### **Presentation**

- \_\_\_\_\_ ( 3) delivered within the time limit (minimum 3 minutes; maximum 8 minutes)
- \_\_\_\_\_ ( 3) showed emotions that settlers would show
- \_\_\_\_\_ ( 3) used appropriate props
- \_\_\_\_\_ ( 3) presented by all members—everyone had an active role
- \_\_\_\_\_ ( 3) answered questions from the audience thoroughly

### **Grade**

\_\_\_\_\_ / 30 points

### **Comments**