**Colegio Panamericano**

**3rd grade Global Social Studies Class**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**HISTORICAL ROLE PLAY ABOUT**

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|  | **EXCELLENT** | **VERY GOOD** | **GOOD** | **NEEDS**  **IMPROVEMENT** |
| **CHARACTER** | The character is named and clearly described. Student talked about important events in the character´s life accurately. | The character is named and described. Student provides the class with an idea of what the character´s life was like. | The character is named. Student seems to know very little about the character´s life. | It is hard to tell who the character is. Student does not provide any good information about it. |
| **HISTORICALACCURACY** | All historical information appears to be accurate, in chronological order, and related to the events of the American revolution. | Almost all historical information appears to be accurate and in chronological order, and somehow connected to the events of the American revolution. | Most of the historical information is accurate and in chronological order, but lacks connection to the events of the American revolution. | Very little of the historical information is accurate and/or in chronological order and lacks connection to the events of the American revolution. |
| **ROLE**  **PLAYING** | Plays role smoothly almost all the time. It is very easy for the audience to tell who is the character speaking | Plays role pretty well. It is usually easy for the audience to tell which character is speaking. | Tried to do role playing, but it wasn't very successful. It often was hard for the audience to tell which character is speaking. | Did not attempt role shifting. It was very difficult for the audience to tell which character was speaking. |
| **ACTING** | Student uses consistent voices, facial expressions and movements to make the character more believable and the story more easily understood. | The student often uses voices, facial expressions and movements to make the characters more believable and the story more easily understood. | The student tries to use voices, facial expressions and movements to make the characters more believable and the story more easily understood. | The student tells the story but does not use voices, facial expressions or movement to make the storytelling more interesting or clear. |
| **DURATION** | Character role play lasts 45 seconds to 1 minute. | Character role play lasts less forty five seconds or more than one minute. | Character role play lasts less than 30 seconds or more than 1 minute and a half. | Character role play lasts less than 20 seconds or more than 2 minutes. |
| **PROPS AND COSTUME** | Student uses several props (including costume) that accurately fit the period, show considerable work/creativity and make the presentation better. | Student uses 1-2 props that accurately fit the period, and make the presentation better. | Student uses 1-2 props which make the presentation better. | The student uses no props OR the props chosen detract from the presentation. |
| **7.**  **SUMMARY ON NOTEBOOK** | All required elements are present in the summary and it shows an excellent proper use of the English language conventions. | 75% of the required elements are present and it shows a proper use of conventions. | 50% of the required elements are present and it more than 5 convention mistakes. | 25% of the required elements are present and the use of conventions is very poor. |

**COMMENTS:**

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