Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *Noughts & Crosses*

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Act Two, Scenes 1-5 Performance

|  |  |
| --- | --- |
| 8A Cast | 8B Cast |
| Italics (Scenes 1-5; works with 2.5):  2.1  Sephy:  \*Reporter (Kamal 2.3):  \*Minerva (2.3):  \*Jasmine (2.3): | Italics (Scenes 1-5; works with 2.5):  2.1  Sephy:  \*Reporter (Kamal 2.3):  \*Minerva (2.3):  \*Jasmine (2.3): |
| 2.2  Callum:  Mr. Stanhope:  Meggie: | 2.2  Callum:  Mr. Stanhope:  Meggie: |
| 2.3  Sephy:  \*Kamal (Reporter 2.1):  \*Jasmine (2.1):  \*Minerva (2.1):  \*Juno (Sephy 2.5): | 2.3  Sephy:  \*Kamal (Reporter 2.1):  \*Jasmine (2.1):  \*Minerva (2.1):  \*Juno (Sephy 2.5): |
| 2.4  Callum:  Mr. Corsa: | 2.4  Callum:  Mr. Corsa: |
| 2.5  \*Sephy (Juno 2.3): | 2.5  \*Sephy (Juno 2.3): |

Act Two Performance & Reflection: Criterion D

|  |  |  |
| --- | --- | --- |
| **3-4** | **5-6** | **7-8** |
| **i**. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression  **ii**. **sometimes** writes and speaks in a register and style that serve the context and intention  **iii**. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication  **iv**. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication  **v**. makes **some** use of appropriate non-verbal communication techniques. | **i**. uses a **varied range** of appropriate vocabulary, sentence structures and  forms of expression **competently**  **ii**. writes and speaks **competently** in a register and style that serve the  context and intention  **iii**. uses grammar, syntax and punctuation with a **considerable degree** of  accuracy; errors **do not hinder** effective communication  **iv**. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication  **v**. makes **sufficient** use of appropriate non-verbal communication techniques. | **i**. **effectively** uses a varied range of appropriate vocabulary, sentence structures and forms of expression  **ii**. writes and speaks in a **consistently appropriate** register and style that serve the context and intention  **iii**. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective**  **iv**. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective**  **v**. makes **effective** use of appropriate non-verbal communication techniques. |

*Noughts & Crosses* Mini Theatre

Directions: Follow the directions below to accomplish the following objectives:

* Comprehension of text (literal)
* Working with peers to create another layer of meaning regarding the text (abstract)
* Reflection on process and performance

1. **Discuss** assigned text in small groups. Each member of the group will assume one of the roles listed below and contribute information to a shared Google Doc. This “brainstorming” will be shared with the teacher and DUE the class after the performance.

* **Literary Luminary**: Identify powerful, intriguing parts you don’t want the others to miss.
* **Word Wizard**: What are the important words needed to understand the content?
* **Connector**: What are the connections to literature and/or life…themes, characterization, etc.?
* **Illustrator**: What symbols are important to this scene? Bring ideas for symbols related to content. Group as a whole will decide, but they will need ideas to help “jump-start” the process from this student.

1. Make decisions about **audience impact**. How will you speak? Move? Staging should be: simple, stark and reflective of text (may use minimal props/costumes)
2. **Annotate** your script. Photocopy your scene and write performance and staging notes on your script. Submit your script the class after the performance.
3. **Rehearse** your scene. Ensure you have blocked your scene and all members know their entrances/exits for a smooth scene. May continue conversations outside of class as needed.
4. **Perform** for the class!
5. **Reflection** (Personal and Group) will be DUE the class after the performance.

*Noughts & Crosses*: Reflection

Part One Directions: Create a table like the one below and list the members of your group. Identify contributions you and your classmates made to the planning process and performance of your scene. Offer specific evidence for your reflection.

|  |  |  |
| --- | --- | --- |
| **Student** | 1. **My Contribution to the planning process/performance** 2. **Group members’ contribution to the planning process/performance** | **Specific evidence to support your thinking** |
| 1. Your Name |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |

Part Two Directions: In 500 words or less, justify the inclusion of a performance in our curriculum and how the process helped you to better understand an aspect of *Noughts & Crosses* (plot, character, theme, language, etc.)