


Interdisciplinary Project-Based Learning Unit

SECE4370F: Secondary English Education
Fall 2020 - Nova Southeastern University
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Goals Based On Standards

01 SS.912.A.7.12

Students will be able to identify social issues that are prominent and understand their impact upon society.

03 LAFS.910.RL.1.3

Students will be able to identify complex characters within the play and understand how they add to the overall meaning and intention behind the text.

02 SS.912.A.1.2

Students will be able to conduct their own research on a particular event, determining the reliability of information, perspectives, and methods of research.

04 LAFS.910.W.2.4

Students will be able to write their own play based on a historical/current event and include the different facets of history and literature previously discussed.

Major Stages of the Project

American Revolution

Students will be exposed to basic textbook lessons regarding the Founding Fathers and the American Revolution.

Hamilton

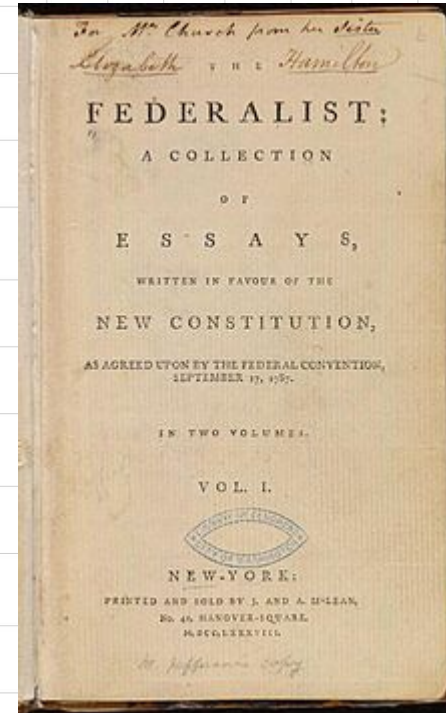
Students will have the opportunity to watch the musical Hamilton, but also to read the script written by Lin-Manuel Miranda.

Playwriting

Students will be placed into small groups, and choose a topic to write, and eventually perform, a play about.

Intro. to American Revolution

- ★ Students will be introduced to the American Revolution and the Founding Fathers
- ★ Traditional textbook lessons and readings will be assigned to students
- ★ In addition, students will also look at the primary documents (such as the Federalist Papers) that are available from this time period.





Introduction to Hamilton



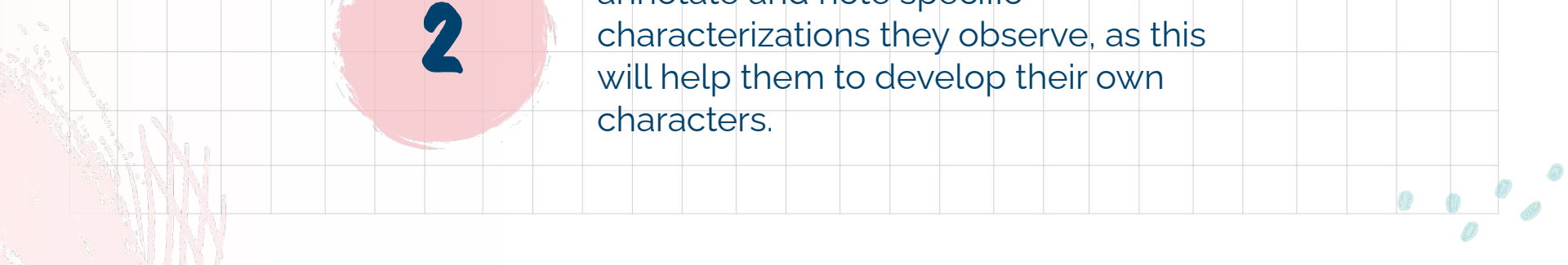
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Watching the play as a class will take about three class periods. That being said, this is crucial to the lesson as it provides a strong example of the incorporation of history in art.



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Students will be given a copy of the script as well, and will be expected to annotate and note specific characterizations they observe, as this will help them to develop their own characters.



Playwriting Process

Groups

The instructor will assign groups based on student interest/ability, groups will be 4-5 people.

Type of Play

Students will also have the liberty to choose whether they produce a straight play or a musical.

Subject

Students will have the freedom to choose their topic as a group, getting it approved by the instructor.

Complex Characterization

After identifying this within Hamilton, students are expected to include their own within their respective plays,

Subject (c'd)

Students should choose a current or historical event that they feel is relevant and has many different perspectives.

Roles

Each student should have a role not only in writing the play, but also in performing it.

Aspects of the Performance

Script

The instructor will receive a copy of the script to read through and ensure that all the required elements are included.

Roles

Each student should have an apparent role in writing the script, which will be determined from the rationale.

Creativity

Whether it be through costuming, set design, or another theatrical aspect, students strive for a unique production.

Rationale

Each student is required to submit an individual rationale in which they will make clear the work they contributed to the project, and outline how they fulfilled their individual as well as group requirements.

Traditional Phases Present

Planning

This occurs when students are introduced to Hamilton, they are asked to start thinking about topics they'd be interested in, and translates to the decision-making of the topic.

Production

The production stage would be considered the process of writing the play, and making decisions regarding who will play which roles, as well as the different factors such as costuming and set design.

Reflection

Students will receive the opportunity to reflect on their work through the rationale portion at the end the project, highlighting their contribution to the group.

Assessment Rubric

Assessment Component	Developing	Proficient	Mastery
Written Script (15 points)	<ul style="list-style-type: none"> - Incomplete script - Didn't include complex characterization - Not based on an approved topic 	<ul style="list-style-type: none"> - Complete script - Limited complex characterization - Loosely based on research topic - Topic was approved 	<ul style="list-style-type: none"> - Complete Script - Several instances of complex characterization - Clearly based on an approved research topic
Performance of Original Written Play (5 points)	<ul style="list-style-type: none"> - Some members participated - Was not creative 	<ul style="list-style-type: none"> - Some members participated - Incorporated creativity 	<ul style="list-style-type: none"> - All group members participated - Incorporated creativity
Written Rationale	<ul style="list-style-type: none"> - No examples of contribution - No examples of collaboration 	<ul style="list-style-type: none"> - Vague examples of contribution - Vague examples of collaboration 	<ul style="list-style-type: none"> - Specific examples of contribution and collaboration

