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| **G**oal | To create two short plays that will dramatize significant events in ancient Greece.(Athens Golden Age) (Peloponnesian Wars) |
| **R**ole | Students will become Atehnian or Spartan citizens (both free and slaves) of various classes who will be involved in everyday discussions about politics, philosophy, war, art, etc.. |
| **A**udience | Ms. Pinyan, Mr. Toby and class mates.  |
| **S**ituation | 1. Golden Age – Athens is growing more powerful due to the moving of the Delian league. Philosophy, architecture and art are flourishing, but at the expense of angering the rest of the Delian League. Rebellion is inevitable.
2. Peloponnesian Wars – Sparta has joined forces with their former sworn enemy, Persia, to strengthen their army and attack Athens. Burning of farms, a deadly plague and the sacking of Athens ensue.
 |
| **P**roduct | Informative, witty, comical plays that express the situation aptly. |
| **S**tandards | Play/ Skit Rubric (see reverse) |

Grade 8 World History

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| **Historical Role Play : Ancient Greece Skits** |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Historical Accuracy** | All historical information appeared to be accurate and in chronological order. | Almost all historical information appeared to be accurate and in chronological order. | Most of the historical information was accurate and in chronological order. | Very little of the historical information was accurate and/or in chronological order. |
| **Role** | Point-of-view, arguments, and solutions proposed were consistently in character. | Point-of-view, arguments, and solutions proposed were often in character. | Point-of-view, arguments, and solutions proposed were sometimes in character. | Point-of-view, arguments, and solutions proposed were rarely in character. |
| **Knowledge Gained** | Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why. | Can clearly explain several ways in which his character "saw" things differently than other characters. | Can clearly explain one way in which his character "saw" things differently than other characters. | Cannot explain one way in which his character "saw" things differently than other characters. |
| **Required Elements** | Student included more information than was required. | Student included all information that was required. | Student included most information that was required. | Student included less information than was required. |