GRADE 8 – IMMIGRATION PLAYS 2014

**Goal:** to educate the audience on what the immigration experience was like for your ethnic group

**Audience:** Grades 3 & 4

**Purpose:** to draw historical information from research in order to demonstrate the immigration experience through drama

**Performance Date and Time**: Friday, June 13 9:30 a.m.

**Roles:**

LEAD SCRIPT WRITER(S) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ACTORS – EVERYONE IN GROUP

COSTUME CREATORS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PROP BUILDERS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Content:**

The play must convey the following elements:

* Reasons your characters left their homeland (push factors)
* Reasons for coming to America (pull factors)
* Procedure for traveling to America
* What life was like for the characters once they arrived
* Cultural contributions to America (music, dance, art, religion, food, games, language)

(include at least two)

**Elements of the Play**

* 5 minutes minimum in length
* Scenery
* Props
* Costumes
* Blocking (meaningful movement during scenes)
* Sound effects (music or other)

 **Elements of the Final Performance**

* ***All lines are memorized***
* Scene transitions are smooth and organized
* Props and scenery are typical of the time period and ethnic group
* Actors remain in character
* Politeness is shown while other groups are performing

**Grading System:** (10 points possible for each area, for a possible 50 points total)

\_\_\_\_\_\_\_\_Contribution during research

\_\_\_\_\_\_\_\_Creative contribution (script, props, scenery, and/or costumes)

\_\_\_\_\_\_\_\_Productivity during rehearsal

\_\_\_\_\_\_\_\_Memorization of lines and blocking

\_\_\_\_\_\_\_\_Volume and expression