ACTIVITY SHEET #3

TEAM MEMBER: Rebekah Alquero

INTERDISCIPLINARY UNIT: Cultural Diversity

GRADE LEVEL: 7th

SUBJECT: Fine Arts

NAME AND DESCRIPTION OF ACTIVITY: “Weddings in the World”

       In this activity, students (in groups of 4-5) will research a culture's marriage customs (of their choice) and reenact a traditional wedding day. Groups will create a short movie (5-8 minutes) to upload on the class's Youtube channel.

STUDENT LEARNING OUTCOMES (SLOs):

* Students will be able to research marriage customs of another culture
* Students will be able to brainstorm and create a script to follow for the mock wedding video
* Students will be able to produce a video depicting a traditional wedding and customs from another culture

COMMON CORE STANDARDS:

* CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
* [CCSS.ELA-Literacy.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
* CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Guam Content Standards: Fine Arts

* MSP.2.5 Select specific media and processes to express moods, feelings, themes, or ideas.
* MSP.1.1 Use the vocabulary of theater, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, stage crew, playwright, rehearsal, dress rehearsal, run-through, and cold reading, to describe theatrical experiences.
* MSP.1.4 Identify and explain how cultural influences affect the content and meaning of works of theater, television, and film.
* MSP.2.2 Maintain a rehearsal script/notebook to record directions and blocking.
* MSP.2.3 Use effective vocal expression, gesture, facial expression, and timing to create character.

SUPPLEMENTARY READING MATERIALS AND INTERNET SOURCES TO EXTEND STUDENTS’ UNDERSTANDING OF THE CONTENT:

* http://www.nationalgeographic.com/125/photos/explore-weddings/
* http://www.huffingtonpost.com/2013/09/29/wedding-traditions\_n\_3964844.html
* http://wedding.theknot.com/wedding-planning/wedding-customs/articles/wedding-customs-and-traditions-from-around-the-globe.aspx
* *Charles and Emma: The Darwin's Leap of Faith*by Debora Heiligman (Fiction, grade 8 and up)  
  *Wedding Customs Then and Now* by Carol Holliday (Fiction, ages 12 and up)  
  *The Italian Wedding* by Nicky Pellegrino (Fiction, grade 5 and up)  
  *The History of Human Marriage* by Edward Westermarck (Nonfiction, ages 13 and up)  
  *The Wedding* by Nicholas Sparks (Fiction, grade 6 and up)

RUBRIC TO EVALUATE THE LEARNING OUTCOMES:

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| --- | --- | --- | --- | --- |
| Rubric for Weddings in the World | | | | |
| **Category** | 4 – Exemplary | 3 – Proficient | 2 – Partially Proficient | 1 - Incomplete |
| **Research** | Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized variety of resources to make project effective | Did a very good job of researching; utilized materials provided to their full potential; solicited adequate resources to enhance project; at time took the initiative to find information outside of school. | Used the material provided in an acceptable manner, but did not consult any additional resources  . | Did not utilize resources effectively; did little or no fact gathering on the topic |
| **Content/ Organization** | The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to the understanding of the project’s main idea. Events and messages are presented in a logical order. Includes properly cited sources. | Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project’s main idea. Details are logical and persuasive information is effectively used. | The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea. Includes few citations and few facts | Content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information is irrelevant to the overall message. Information is incorrect, out of date, or incomplete. No citations included. |
| **Teamwork** | Student met and had discussions regularly. All students on the team contributed to the discussion and were part of the final project. Team members showed respect with each other. | Students met and had discussions regularly. Most of the students on the team contributed to the discussion and were part of the final project. Team members mostly showed respect with each other. | Only a couple of team meetings were held. Most of the students on the team contributed at some level, but a majority of the work was done by one or two | Meetings were not held and/or some of the team members did not contribute at all to the project. Low levels of respect were evident within the team. |
| **Quality** | Movie was completed and had all required elements. The video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used. | Movie was completed and contained all required items. Editing was not done as well as it should have been. Some poor shots remain. Movie is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect. | Movie was made, but had very little if any editing. Many poor shots remain. Video was very fragmented and choppy with little to no audio reinforcement. | There was no movie, or tape was totally unedited with no transitions or audio support of any kind. |