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| **Introduction.**  **Historical context and setting provided prior to video production.** | a. Group identifies the characters, explicitly describes important relevant details about the characters.  b. Carefully details a historically accurate setting, and links this setting to larger historical events or themes. Carefully explains the historical situation or context.  c. Explains the setting pictures, what it is, why it was selected, and where did it come from.  d. Group demonstrates extensive understanding of historical context.  e. All members contribute to the introduction.  f. Prepares the audience to look for historically, and, or climatically important events/scenes. Explains why Primary source was selected. | a. Identifies the character but only briefly describes important relevant details about him/her.  b. Describes a historical setting and makes at least one link between the setting and historical events or themes.  c. Gives a limited explanation of the background picture and how it relates to topic/characters.  d. Group demonstrates clear understanding of historical context.  e. All but one member contributes to the introduction.  f. Identifies important historical point in the play. | a. Identifies characters but does not describe relevant details, or details are historically inaccurate.  b. Inaccurate characters and setting.  c. Describes historical setting but fails to make link between setting and historical events.  d. Does not educate audience about the picture, or provides misinformation, or is confused about details.  e. Only one member contributes significantly to the introduction.  f. Did not prepare audience for play. | Demonstrates historical confusion. Did not describe setting accurately. Fails to develop or describe a historically accurate setting. Fails to describe historical context. |
| **Historical Play.**  **Historical relevance and accuracy, Creativity and Literary Crafting.** | a. Video contains multiple (more than 6) and explicit references to historical events, persons, terms, movements, or issues.  b. Video accurately utilizes extensive historical details, and connects your character to the events.  e. Clearly well researched, demonstrates extensive content knowledge.  f. The video captures a moment/event in history and creatively references historical context.  g. Primary source (s) is relevant and creatively delivered. | a. Video contains between 3 and 5 explicit references to historical events, persons, terms, movements or issues.  b. Video accurately utilizes significant historical details, and connects your character to historical events.  e. Demonstrates considerable content knowledge, evidence of significant research.  f. Video captures a specific historical event and references historical context.  g. Primary source is relevant but delivery is forced. | a. Video contains 1 or 2 explicit references to historical events, persons, terms, movements, or issues.  b. Historical accuracy ignored or wrong.  d. Video was historically inaccurate, confused, or lacking details, or evidence of research/knowledge.  e. One member dominated the video.  f. Primary source is not used in the video. | Historically inaccurate, demonstrates confusion, lack of research, lack of historical understanding. No relevant links made. Short, or wrong information presented. |
| **Media Aesthetics** | a. Dialogue was carefully crafted, purposeful, creative, excellent word choice.  b. Was creative and passionately delivered, with energy and enthusiasm, while remaining true to the historical record.  c. All members contributed extensively.  d. Dialogue was delivered with precision and articulation.  e. Video is carefully and creatively edited. Included imagery, setting, and narrating. | a. Dialogue was carefully crafted or creative, not both  b. Was delivered with some emotion, and remains true to the historical record.  c. . All but one member contributed extensively.  d. Dialogue was delivered precisely but with casual bearing.  e. Video demonstrates considerable editing effort. Imagery, and setting utilized. | a. Dialogue casually crafted. Accidental. Improvised.  b. Delivered without emotion or energy.  c. Several members of the group contributed little.  d. Dialogue was haphazard, improvised.  e. Little or no evidence of editing. | Fails to produce a historical dialogue. Short. No emotion or energy. No evidence of editing or crafting. |
| **Bibliography and Individual Reflection. (each member will submit a bibliography and reflection).** | a. Contains at least three sources in MLA format.  b. Completed 360 evaluation form.  c. Sources are reputable.. (not Wikipedia) | a. Consists of at least two sources in MLA format.  b. Completed 360 evaluation form.  c. Sources are reputable (not Wikipedia) | a. Only one source cited, or MLA format is incorrect.  b. no 360 evaluation form.  c. sources are not reputable. | Bibliography is not provided. No review or evaluation. |
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