

# Lessons in Leadership

(hard lesson learned by those in power)

In the spirit of Aesop, create an original fable in which you convey a lesson/moral.

The theme of the fable is:

**Power** (as has been studied in your Civics class—government, leadership, politics...)

The **required literary** elements:

- Characters (must be animals)
- Conflict
- Resolution
- Moral/Lesson

Also **required** for your performance:

- Costumes (masks, at a minimum)
- Dialogue
- Written script (due at the time of the performance)
- Length of at least \_\_\_\_\_ minutes

Your performance will be on: \_\_\_\_\_

Your **group members** are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**\*\*Time required:** 3 to 4 days to create and practice skits; 1-2 days to perform (depending on how involved costuming and sets are)

Student(s) Name(s): \_\_\_\_\_

| CATEGORY \ Points                      | 4   | 3   | 2  | 1  |
|--|---|---|--|--|
| Acting/Dialogue                        | The student uses consistent voices, facial expressions, movements, and costumes to make the characters more believable and the story more easily understood.  | The student often uses voices, facial expressions, movements, and costumes to make the characters more believable and the story more easily understood.   | The student tries to use voices, facial expressions, movements, and costumes to make the characters more believable and the story more easily understood.        | The student tells the story but does not use voices, facial expressions, movement, and/or costumes to make the storytelling more interesting or clear.                   |
| 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.   |
| Content Proficiency<br>Points value X3 | The theme is clearly about the use of power (as it is relevant to civics)   | The theme is clearly about the use of power (but its relevance to civics is unclear)  | The theme is clearly about the use of power (but its relevance to civics is questionable)  | The theme is not about the use of power (and its relevance to civics is lacking)   |
| Parable                                | The skit presents an original moralistic fable in the spirit of Aesop   | The skit presents an semi-original moralistic fable in the spirit of Aesop  | The skit presents an unoriginal moralistic fable in the spirit of Aesop  | The skit presents an fable that is unoriginal, lacking a moral, and/or not in the spirit of Aesop  |
| Duration                               | The skit ran for 3 or more minutes and all the time was well used.  | The skit ran for 2 to 3 minutes but all the time was used valuably.   | the skit ran for 3 or more minutes but it was extended to do so without value.   | The skit was less 2 minutes and/or the time was used poorly and devalued the skit.   |
| Respectful behavior                    | Always listens attentively to other storytellers. Is polite and does not appear bored or make distracting gestures or sounds.   | Usually listens attentively to other storytellers. Rarely appears bored and never makes distracting gestures or sounds.   | Usually listens to other storytellers, but sometimes appears bored. Might once or twice accidentally make a gesture or sound that is distracting.                | Does not listen attentively. Tries to distract the storytellers, makes fun of them, or does other things instead of listening.   |
| Script                                 | clearly identifies the setting and other important literary elements; logically and clearly presents character dialogue that tells the fable; clearly identifies the moral at the end of the script | the setting and other important literary elements are unclear; the character dialogue tells the fable but is not always clear or logical; clearly identifies the moral at the end of the script | one of the following is omitted: the setting and other important literary elements; the character dialogue telling the fable; the moral at the end of the script | two or more of the following is omitted: the setting and other important literary elements; the character dialogue telling the fable; the moral at the end of the script |