

MISD ELA Post Assessment 7.2—Persistent Pursuits—WRITING (test ID 10900)

THEME: Persistence and desire prevail in the face of opposition.

Write a scene for the movie *Glory Road*. The scene should be Armstrong and Flournoy together after the game. (Reread the short excerpt below before beginning planning or writing.) Use the format on the next pages to plan and write your scene; add setting descriptions and instructions to actors, set designers, director, etc. Make sure you remain faithful to the characters as developed by the author; Armstrong and Flournoy should act and speak like they do in the rest of the script. Be sure the scene you write supports the theme *Persistence and desire prevail in the face of opposition*. Refer to the rubric provided. (20 points)

INT. LOCKER ROOM – MOMENTS LATER

Haskins comes inside and reads off the starting five.

HASKINS

Here's today's starting line up: Bobby Joe and Worsley, you're at guard. Big Daddy, you're at center. Orsten and Flournoy, you're at forward. Shadow, I'll bring you and Scoops off the bench.

The Black players nod, avoiding the eyes of the white players. Haskins looks at his white players.

HASKINS

Some of you may wonder if you're gonna play today—and I wanted to tell you that this—it wasn't an easy decision. Maybe it's not even the right decisions, but I—you won't be playing today.

He looks at each player. They look back at him, stunned.

HASKINS

I feel it's the only right thing to do. I hope you understand it.

The white players look at each other. Armstrong comes forward.

ARMSTRONG

Coach—

HASKINS

I know what this means to you, Jerry—I know what it means to all of you...

ARMSTRONG

No, Coach. You don't have to explain.

(looking at the Black players) We all heard what coach Rupp said.

He looks at Baudoin, Myers, Palacio, Togo. They nod. The whites stand together filled with emotion, facing the black players. Armstrong looks at each Black player.

ARMSTRONG

You go out there and beat those boys, you hear? We got folks watchin' back home. This is your moment. You go out there and do us proud, man. Do us proud.

Armstrong holds the game ball in his hands. He tosses it to Flournoy. Flournoy catches it. He looks stunned. The other Black players look at their white teammates, deeply moved. One by one the other white players reach out their hands for a handshake, Myers, Togo, Baudoin, and Palacio. Emotional, the black players shake in brotherhood. Flournoy, tears in his eyes, pulls Armstrong into an embrace.

INT. LOCKER ROOM – AFTER GAME

ARMSTRONG

FLOURNOY

ARMSTRONG

FLOURNOY

ARMSTRONG

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MISD ELA Post-Assessment: Close and Critical Reading Drama Rubric (*R.CS.07.01, R.NT.07.02, R.NT.07.04, R.CM.07.03, W.PR.07.01-05*)

A drama tells a story, usually of human conflict, through dialogue and action.

Characteristics	4	3	2	1
Organization and Overall Impact (weight x2=8 points possible) <i>R.NT.07.02, R.NT.07.04, R.CM.07.03, W.PR.07.01-04</i>	The scene has a clear beginning, middle, and end, and is logically divided into acts and scenes, if needed. The order of the action is clearly chronological, or shifts in time are clear and easy to follow. Shifts in place are signaled by new acts, new scenes, or appropriate stage directions. The drama clearly and effectively expresses a message, conveys a theme, and/or delivers an emotional impact.	The scene has a beginning, middle, and end, and is divided into acts, but the order of the action may not be completely chronological or easy to follow. Similarly, shifts in place may not be signaled by new acts, new scenes, or appropriate stage directions. To some degree, the drama expresses a message, conveys a theme, or delivers an emotional impact.	The scene may begin or end in a confusing way, or lack development in the middle. Division into acts or scenes may be illogical or missing. The order of the action or changes in setting may be confusing. The intended message, theme, or emotional impact may be unclear or contradictory.	The scene begins or ends in a confusing way, or it lacks development in the middle. It is not divided into acts or scenes. Scenes change without warning. There is no discernible intended message, theme, or emotional impact.
Elements of Drama (weight x2=8 points possible) <i>R.NT.07.02, R.NT.07.04, W.PR.07.01-04</i>	There is a strong central conflict. Dialogue is used effectively to develop the characters and the conflict. Clear stage directions provide useful information for the reader and for anyone who stages the play.	In most places, dialogue is used to develop the conflict and characters, but both conflict and characters could be more fully and dramatically developed. Stage directions are present, but should be more concise in places.	In some places, dialogue is used to develop the conflict and characters, but both conflict and characters lack development. Some stage directions are unclear or missing.	The central conflict is missing or unclear. Characters lack development. Dialogue does not develop the characters or the plot. Stage directions are unclear or missing.
Grammar, Usage, Mechanics, and Spelling (4 points possible) <i>W.PR.07.05</i>	There are few or no errors in usage, grammar, or spelling. Mechanical conventions specific to drama, such as those that show speakers, speakers' lines, and stage directions, have been used correctly throughout.	There are some errors in usage, grammar, or spelling. Mechanical conventions specific to drama, such as those that show speakers, speakers' lines, and stage directions, have been used correctly in most places.	The play is difficult to understand because of errors in usage, grammar, spelling, and mechanical conventions specific to drama, such as those that show speakers, speakers' lines, and stage directions.	The play is consistently difficult to understand because of numerous and serious errors in usage, grammar, spelling, and mechanical conventions specific to drama, such as those that show speakers, speakers' lines, and stage directions.

Adapted from MISD Thematic Literature Units, 2009

Adapted from <http://www.teachervision.fen.com/tv/printables/07AAAM31.pdf>