Theater — 7th Grade

Student Work: Scriptwriting

Scriptwriting Checklist

☐ I have the playwrights’ names, classes and Theater UA Section (Ex: 7A) at the top.

☐ I have included at least 20 lines of dialogue written in proper script format.

☐ Script has a clear beginning, middle and end.

☐ I have included stage directions that indicate the setting and any action on stage, using abbreviations for stage areas.

☐ The 5Ws (Who are the characters? What is the conflict/oppression in the scene? Where is the scene taking place? When is the scene taking place? Why is the scene taking place?) are clear from the text or subtext of the script.

☐ I have included at least TWO well-developed characters with a history and connections to the script.

☐ I have included objectives for all characters.

☐ I have included several tactics that the characters use to achieve their objectives.

☐ I have added unique and creative ideas for conflicts in the script.

☐ I have ensured that the script is related to the theme and issue discussed in class.

☐ I have proofread my work for grammatical/mechanical errors.

Script Due Date: 3/24

7th Grade Student Scriptwriting Checklist (Completed and starred by teacher marking this script as a finalist in the scriptwriting competition. This script was later used in the class performance.)
# Arts Assessment For Learning

## Theater Class Scriptwriting Rubric

**Task:** Students will write and edit their script in proper script format for performance. Students will identify a goal based on this rubric to work toward throughout the writing process and periodically assess their progress on that goal, changing the goal if necessary.

<table>
<thead>
<tr>
<th>Grade</th>
<th>4 (20 points)</th>
<th>3 (15 points)</th>
<th>2 (10 points)</th>
<th>1 (5 and under points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIALOGUE</strong></td>
<td>Dialogue is written without quotation marks or &quot;snips.&quot; It includes a colon after the character’s name in the margin for every line.</td>
<td>Dialogue is mostly written without quotation marks or &quot;snips.&quot; It includes a colon after the character’s name in the margin for every line.</td>
<td>Dialogue is often written without quotation marks or &quot;snips.&quot; It includes a colon after the character’s name in the margin for every line.</td>
<td>Dialogue is written entirely in quotation marks.</td>
</tr>
<tr>
<td><strong>STAGE DIRECTIONS</strong></td>
<td>Stage directions are written in complete sentences and describe the setting and actions on stage in detail.</td>
<td>Stage directions are written in complete sentences and describe the setting and actions on stage in detail.</td>
<td>Stage directions are not phrased in complete sentences and describe the setting and actions on stage in detail.</td>
<td>Stage directions are not phrased in complete sentences and describe the setting and actions on stage in detail.</td>
</tr>
<tr>
<td><strong>SWs</strong></td>
<td>The SWs are clear and fit the text and subplot of the script.</td>
<td>Most of the SWs are clear from the text or subplot of the script.</td>
<td>Some of the SWs are not clear from the text or subplot of the script.</td>
<td>The SWs are unclear from the text or subplot of the script.</td>
</tr>
<tr>
<td><strong>CHARACTERS</strong></td>
<td>All characters are well-developed with a history and background information written in the margin.</td>
<td>Characters are almost well-developed with a history and background information written in the margin.</td>
<td>Characters are not well-developed and do not include a history or background information in the margin.</td>
<td>Characters are not well-developed and do not include a history or background information in the margin.</td>
</tr>
<tr>
<td><strong>OBJECTIVES AND TACTICS</strong></td>
<td>All objectives have a clear objective that the character wants to achieve and utilize different tactics to try to achieve their objective.</td>
<td>Some objectives have a clear objective that the character wants to achieve and utilize different tactics to try to achieve their objective.</td>
<td>Some objectives do not have a clear objective that the character wants to achieve and do not utilize different tactics to try to achieve their objective.</td>
<td>Some objectives do not have a clear objective that the character wants to achieve and do not utilize different tactics to try to achieve their objective.</td>
</tr>
<tr>
<td><strong>ORIGINALITY</strong></td>
<td>Script has unique ideas for plot points and innovative solutions to problems.</td>
<td>Script has some original ideas for plot points and innovative solutions to problems.</td>
<td>Script has few original ideas for plot points and uses generic solutions to problems.</td>
<td>Script is plagiarized or uses many original ideas from other scripts or sources.</td>
</tr>
<tr>
<td><strong>GRAMMAR/ORGANIZATION</strong></td>
<td>Proficient and virtually one line of grammatical/mechanical errors. Script has a clear beginning, middle, and end.</td>
<td>Somewhat proficient with some grammatical/mechanical errors. Script has a clear beginning, middle, and end.</td>
<td>Not clearly proficient with many grammatical/mechanical errors. Script has no clear beginning, middle, and end.</td>
<td>Not clearly proficient with many grammatical/mechanical errors. Script has no clear beginning, middle, and end.</td>
</tr>
</tbody>
</table>

**Teacher Comments:** Amazing and unique! I am impressed.

**Grade:**

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7th Grade Student Scriptwriting Rubric (Graded by teacher at the end of the process)
7th Grade Student Scriptwriting Goal Sheet (Completed by students during several sessions of the scriptwriting process.)
Character list:
- Michael (bully)
- Joel (Victim)
- Max (Witness)
- Joel & Mom

Setting:
- Joel's room
- Kitchen
- School

Scene 1
Joel: 1 2 3 4, 1234 (does his dance routine)
Mom: Joel, it's time for dinner.
Joel: (turns off music) OK be right down. (goes down stairs)
Hi, Mom.

Mom: Hey, Joel.
Joel: What's up?
Mom: Oh nothing, wait before I forget, does that kid Mike still bother you?
Joel: Ugh... no
Mom: Be honest with me.
Joel: Is that a new hair do?
Mom: Stop trying to change the subject, does he bother you?
Joel: Ugh, well he'll make his comment here and there about my dance but, I just ignore him
Mom: Well I don't know if you know, but he broke into a kid at your school's house and completely messed up the place, I don't want that happening to us.
Max: Hey Joel, be there in 1 minute.

Joel: O.K. See you then (hang up phone)

Max: Is he here?

Joel: He'll be here in one minute.

Michael: (Still in Joel room) Say bye to your tap shoes Joel (throw them out the window)

Max: (Walking along the house, get hit by the tap shoes.

Ouch!!! What was that? I wonder what Joel is doing up there? (Picks up shoes and rings the door bell)

Joel: Hey Max, ready to practice?

Max: Yeah, but what were you doing upstairs?

Joel: What you mean?

Max: I heard banging and your tap shoes fell on me.

Joel: But I wasn't in my room.

Max: Then who is? (both boys run to Joel room)

Joel: (open door, look at Michael) Hey! Oh what you doing here!?!?!?

Michael: Oh Shoot!!!(Jumps out of window)

Joel: MY ROOM!!!
Mom (calling from downstairs): Joel, what wrong?

Joel: Nothing!

Max: Tell her what happened!

Joel: No, no, forget it.

Max: Why not?

Joel: Because I just... I just don't want to.

Max: But why?

Joel: Because if I do, she will tell the principal, and then eventually everyone will know and call me names like a wimp or a loser.

Max: Who cares what people call you, if you don't say anything, this will continue.

Joel: Whatever, I'm not in the mood to practice anymore, I think you should leave, I'll see you in school tomorrow.

Max: Fine.

Scene 2
(The next day at school)

Max: Hello, here's Michael, go confront him!

Joel: No, remember what I said yesterday, I won't.
Max: You know what, if you won’t, I will. (Start working up to Michael) Hey, Mike!

Michael: What do you want?

Max: You know, what. Just because you’re on a football team doesn’t mean you could pick on the kids who aren’t.

Mike: Shut up, man!

Max: No! I’m tired of you picking on everyone just because we don’t like sports. Who are you to tell us what we are “supposed” to like. Everyone’s got their own person, and nobody has to listen to you. So just stop!

Mike: (Gulps back his tears and raises fist) You know what? (takes a moment) You’re right.

Max: What? I mean, yes I am.

Mike: I pick on everyone because, they don’t like the same things as I do.

Max: Well instead of you trying to force people to like the same things as you, why don’t you just go find your own?

Mike: Your right, and look, I’m sorry if I’ve done any bad things to you over these past years, I really truly am sorry.

Max: It’s okay man.

Mike: (Looks over to Joel) Hey, Joel!
Joel, what do you want?

Mike: Look, Joel, I know I've done a lot of things to you over the years, but I am trying to do the right thing. I am sorry for it. I have no right telling you what to like. Can you please forgive me?

Joel: Umm... yes.

Mike: Great! Maybe we can do something later.

Joel: Sure, sounds good.

Mike: Cool. Meet you outside of school. (Walk away)
7th Grade Student Script (Rough Draft edited by another group)
Mike: is he here?
Joe: He'll be here in 15 minutes.
Mike: (Sniffing) No! Sucks to be your stepbrother. Send (throws them out the window).
Max: (Making the house, gets hit by the top shoe) Ouch...! What was that? I wonder what Max is doing upstairs? (Looks up top shelf and rings the doorbell)
Joe: Hey, Max, ready to practice?
Max: You, but what were you doing upstairs.
Joe: What do you mean?
Mike: I heard banging and your top shoes fell on me.
Joe: But I wasn't in my own.
Max: Then who is? (Enters room to meet them)
Joe: (points finger at Mike) Hey... What are you doing here???
Mike: Oh, right!!! (Leaps out of window)
Joe: Mr. Bell!!!
Max: (Crying from downstairs) Joe, what's wrong?
Joe: Nothing.
Max: Tell her what happened.
Joe: No, I won't.
Max: Why not?
Joe: Because I just... I just don't want to.
Max: Bye, why?
Joe: Because if I do, she will tell the person and then eventually everyone will find out and call me names like a weirdo for a reason.
Max: Who cares what people call you if you don't say anything, this will continue.
Joe: Whatever, I'm not in the mood to practice anyway, I think you should leave. I'll see you in school tomorrow.
Max: (the next day in school)
Max: Look, there's Michael, go confront him.
Joe: No, remember what I said yesterday, I won't.
Max: You know what, if you want me to... Hey Mike.
Mike: What do you want?
Max: You know what, just because you’re on the football team, doesn’t mean you can put on the kids who aren’t.
Mike: Shut the hell up. Max: No. I’m tired of you picking on everyone just because we don’t like sports. We are the ones who are ‘supposed’ to like. Everyone’s own person and nobody has to listen to you. So just stop.
Mike: [starts mon: “You’re a little punk”] You know what…
[takes a minute] Mix right.
Max: What? I never had I am.
Mike: I pick on everyone because, they don’t like the same things as I do.
Max: Well instead of trying to force people to like the same things as you, why don’t you just try finding some?
Mike: You right, and you, I’m sorry if I’ve done any bad things to you over the years. I really truly am.
Max: It’s on me.
Mike: [walks over to Joel] Hey Joel.
Joel: What do you want?
Mike: Look Joel, I know I’ve done a lot of messed up things to you over the years, but I am truly sorry for it. I have no right telling you what to like. Can you please forgive me?
Joel: Um, yes.
Mike: Great, maybe we can do something later.
Joel: Sure sounds good.
Mike: Cool, meet you outside of school (walks away).
Feedback Form

Who are you giving feedback to?: Anthony and Isiah

What did you like? Why did you like it?
I like... that it has a lot of details

What did you notice?
I noticed... that there were some grammar errors

What do you wish they could have done better? How could they make it better?
I wish... it was clearly organized

What are some questions that you have? What do you wonder?
I wonder if... the bully is going to stop bullying Socl

What grade do they deserve? (Circle one) 1 2 3 4
Why do they deserve that grade? Their scenes were clear and they had a good script.
Creating Characters: Main Character

Activity No. 4, A

Student Worksheet

Name: Anthony

Class: 739, Theater IA: 7B

The sex; age; cultural, ethnic, and religious backgrounds; geographical origin; physical appearance; mannerisms; voice and accent; values; likes and dislikes; and even the name of your main character (hero/heroine, protagonist) determine how other characters respond to him/her. Even more importantly, they determine how the audience responds. Think through what you want your main character to be or do before you determine each factor listed below.

Name: Michael     Age: 16     Sex: Male

Cultural, ethnic, and religious backgrounds: Catholic

Geographical origin: New York

Physical description: Buff, normal nose, brown eyes.

Dress: Black shirt, black pants, Jordan shoes.

Mannerisms, typical gestures, and expressions: mean, angry, leader

Voice (accent, inflection, tone, volume, etc.): loud, tries to be cool

Most distinctive characteristic:

Education: LJC High School, grades - F.

Occupation/Profession: be a boxer.

Family: Parents got divorced, lives with mom.

Past history: Dad was a criminal, went to jail.

Strengths (moral, physical, and intellectual): Strong

Weaknesses (moral, physical, and intellectual): Grades

Values: being a thief

Motivation: Hate school, make it back, stop drug dealing

Likes: Football, basketball, basketball

Dislikes:sell, Dancers

Other:

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objective - mess up Joel's room.

super objective - to make Joel quit his dream of being a dancer.

Tactics - to pick on Joel and mess up his life.
# 7th Grade Scriptwriting Character Biography

## Activity No. 4, A

### Witness

<table>
<thead>
<tr>
<th>Name: Max</th>
<th>Age: 16</th>
<th>Sex: Male</th>
</tr>
</thead>
</table>

| Cultural, ethnic, and religious backgrounds: | Catholic |
| Geographical origin: | New York |
| Physical description: | Sunny, round head, brown hair |
| Dress: | Red shirt, black pants, white shoes |
| Mannerisms, typical gestures, and expressions: | Strong |
| Voice (accent, inflection, tone, volume, etc.): | Regular |

| Most distinctive characteristic: | be a dancer |
| Education: | L.I.C. high school |
| Occupation/Profession: | Dancer |
| Family: | 2 parents, only child |
| Past history: | Sears, friend, they got to some dance club |
| Strengths (moral, physical, and intellectual): | Dancer, school |
| Weaknesses (moral, physical, and intellectual): | Sports |
| Values: | be a dancer |
| Motivation: | Dancer |

### Likes: baseball, music

### Dislikes: Mike

### Other:
Objective - to tell Joel Mike messed up his room.
Superobjective - to get Mike to stop messing with Joel.
Tactics - confront Mike.
Creating Characters: Main Character

Activity No. 4, A

Name: Istick Kayak

Cultural, ethnic, and religious backgrounds: Muslim

Geographical origin: NYC

Physical description: Skinny, Mekwasky

Dress: Black Shirt, Skinny Jeans

Mannerisms, typical gestures, and expressions: happy, acted

Voice (accent, inflection, tone, volume, etc.): American

Most distinctive characteristic:

Education: 7

Occupation/Profession: Dancer

Family: 2 sister parent, only son

Past history: Parents was a pro dancer

Strengths (moral, physical, and intellectual): Love

Weaknesses (moral, physical, and intellectual): Math

Values:

Motivation: dancer

Likes: dancing, music, cats

Dislikes: Wet Dog, Mickey, mean people

Other:

© Educational Impressions, Inc.
Objective: to master a moon walk
Super Objective: a pro dancer
Tactics: to rehearse for dance
I would give my partner (Istok) a 3. I gave Istok a 3 because he always brought something to write with, shared his ideas and helped rewrite the script. Plus, because our script was really long, he came into school at 8am and finished rewriting the end of our final copy. Istok also did not know what was going on in the middle of the script, which is why I did not give him a 4. Overall he did a good job.
Working with my partner was fun. We both got our work done. My partner wrote the draft I wrote the final. And yeah we both worked together. I have to give him more credit because he did most of the work. He was well behaved. So I'll give him a (4).