

# PAULI MURRAY'S AMERICA

## Elective Course Summative Assessment



### Create a Tableau and Follow-Up Panel Discussion

"[Creating] tableaux vivants is often referred to as a playful pastime, but it has also provided a great amount of purpose in the cultural history of the United States. Translated from French, tableaux vivants means 'living pictures.' The genre peaked in popularity between 1830 and 1920. During a performance of a tableau vivant, a cast of characters represented scenes from literature, art, history, or everyday life on a stage. After the curtain went up, the models remained silent and frozen for roughly thirty seconds. Particular emphasis was placed on staging, pose, costume, makeup, lighting, and the facial expression of the models. Sometimes a poem or music accompanied the scene, and often a large wooden frame outlined the perimeter of the stage so as to reference the frame of a painted canvas." (From Art Museum Teaching)

### Create a Tableau Directions

1. As a group, choose one example of nonviolent protest from your Methods of Nonviolent Protest Graphic Organizer.
2. Research this protest.
3. As a group, reference the rubric on the next page as you prepare to perform a tableau that replicates a photograph from the protest you researched.

### Follow-Up Panel Discussion Directions

1. As a group, reference the rubric on the next page as you prepare answers to the panel discussion questions below.
2. Your group will share your answers to the questions following a panel discussion format.
3. Your teacher or facilitator will ask each member of your group two of the panel discussion questions. You will have a maximum of two minutes to respond to each question.

### Panel Discussion Questions

1. Which scene from *Proud Shoes* did your group select, and briefly explain why this scene is important to you.
2. Tell us how your group decided how this scene should be staged. Who is playing whom - or what - and why. What props did you choose and why.
3. What do you want viewers of your tableau to understand about Pauli Murray?
4. What did this scene teach you about civics or civic readiness? Or, how did this scene impact you or change you?
5. How has *Proud Shoes* impacted your cultural and civic understanding of America?
6. How does your group's tableau connect with other events and/or individuals in US history?
7. How does your group's tableau connect with current events?
8. How does this scene reflect your broader understanding of this elective course?
9. Did learning about Pauli Murray give you a better understanding of America? Please explain.

## CREATE A TABLEAU AND FOLLOW-UP PANEL DISCUSSION RUBRIC

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Thinking; Use of Planning Skills</b>	Few elements of the tableau are purposefully organized.	Some elements of the tableau are purposefully organized.	Elements of the tableau are purposefully organized.	Elements of the tableau are purposefully, precisely organized.
<b>Collaborative Work</b>	Rarely or never participates in planning the tableau or contributing to the questions and responses. Doesn't act part of the team, even when urged by teammates to contribute.	Sometimes participates in planning the tableau or contributing to the questions and responses. Effort is not consistent.	Almost always interacts with the group and actively participates.	Interacts with the group and actively participates; takes a leadership role or encourages whole-group participation.
<b>Focus and Attitude</b>	Doesn't get into character or speaks; mocks classmates.	Holds pose for some of the time; not always in character.	Holds pose, gets into character quickly, shows appropriate facial and body pose.	Excellent focus, very expressive facial expression and body pose, expresses character's emotions and/or feelings.
<b>Panel Discussion</b>	Not prepared, very difficult to understand, or does not respond.	Answers are not well-prepared and demonstrate limited understanding of the topic.	Demonstrates preparation; able to speak clearly and with confidence.	Demonstrates preparation and thorough understanding of the topic. Speaks clearly and confidently!

(Adapted from Council of Ontario Drama and Dance Teachers)