

Name: _____

Thunder Over Kandahar “Education is Light” Assignment



In class, we have been reading Sharon McKay’s dramatic novel Thunder Over Kandahar, the story of two best friends growing up in a small village in Afghanistan.

In the novel, a dramatic event occurs in Chapter 6 (“Education is Light”) that changes the course of the novel. In groups of 4–5, you will be given a small section of this pivotal chapter. You must create a section summary graphic organizer (independently and then as a group). You must also plan and present a short dramatic piece that reflects your chapter section. You will present these on **December 18th**.

You may choose the group (max. 4 unless otherwise approved) with whom you will present. Make sure that you include a mix of boys and girls in your group. Your dramatic presentation must include:

- an appropriate plan (complete with setting, direction, and dialogue) that accurately describes the plot, mood and atmosphere of your section
- props, costumes, music, or background pieces that contribute to your performance
- an appropriate division of tasks and roles. Each group member must have both an on–stage (character role) and off–stage (set design, prop design, music, etc.) role
- a presentation piece that reflects the five elements of drama
- self and peer evaluations

We will discuss the success criteria for this project in class. Make sure to review the attached rubric before planning your presentation.

Best of luck!

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Thunder Over Kandahar “Education is Light” Rubric

	Level 1	Level 2	Level 3	Level 4
Knowledge and understanding of content Individual: –graphic organizer – peer and self evaluations Group: – script	Demonstrates limited knowledge and understanding of the events, vocabulary, and characters from the story, and of the elements of drama.	Demonstrates some knowledge and understanding of the events, vocabulary, and characters from the story, and of the elements of drama.	Demonstrates considerable knowledge and understanding of the events, vocabulary, and characters from the story, and of the elements of drama.	Demonstrates thorough knowledge and understanding of the events, vocabulary, and characters from the story, and of the elements of drama.
Use of planning skills Individual: –graphic organizer	Uses planning skills with limited effectiveness. Generates few questions and ideas that relate to the narrative and to the elements of drama.	Uses planning skills with some effectiveness. Generates some questions and ideas that relate to the narrative and to the elements of drama.	Uses planning skills with considerable effectiveness. Generates many questions and ideas that relate to the narrative and to the elements of drama.	Uses planning skills with a high degree of effectiveness. Generates extensive questions and ideas that relate to the narrative and to the elements of drama.
Use of conventions in drama and literacy Individual: –dramatic performance Group: – script	Uses narrative representation, style, articulation, dramatic elements, appropriate script with limited effectiveness	Uses narrative representation, style, articulation, dramatic elements, appropriate script with some effectiveness	Uses narrative representation, style, articulation, dramatic elements, appropriate script with considerable effectiveness	Uses narrative representation, style, articulation, dramatic elements, appropriate script with a high degree of effectiveness
Application of knowledge and skills in familiar contexts Individual: – dramatic performance Group: – script – props, costumes, set	Uses performance skills, elements, techniques, strategies, conventions with limited effectiveness	Uses performance skills, elements, techniques, strategies, conventions with some effectiveness	Uses performance skills, elements, techniques, strategies, conventions with considerable effectiveness	Uses performance skills, elements, techniques, strategies, conventions with a high degree of effectiveness

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