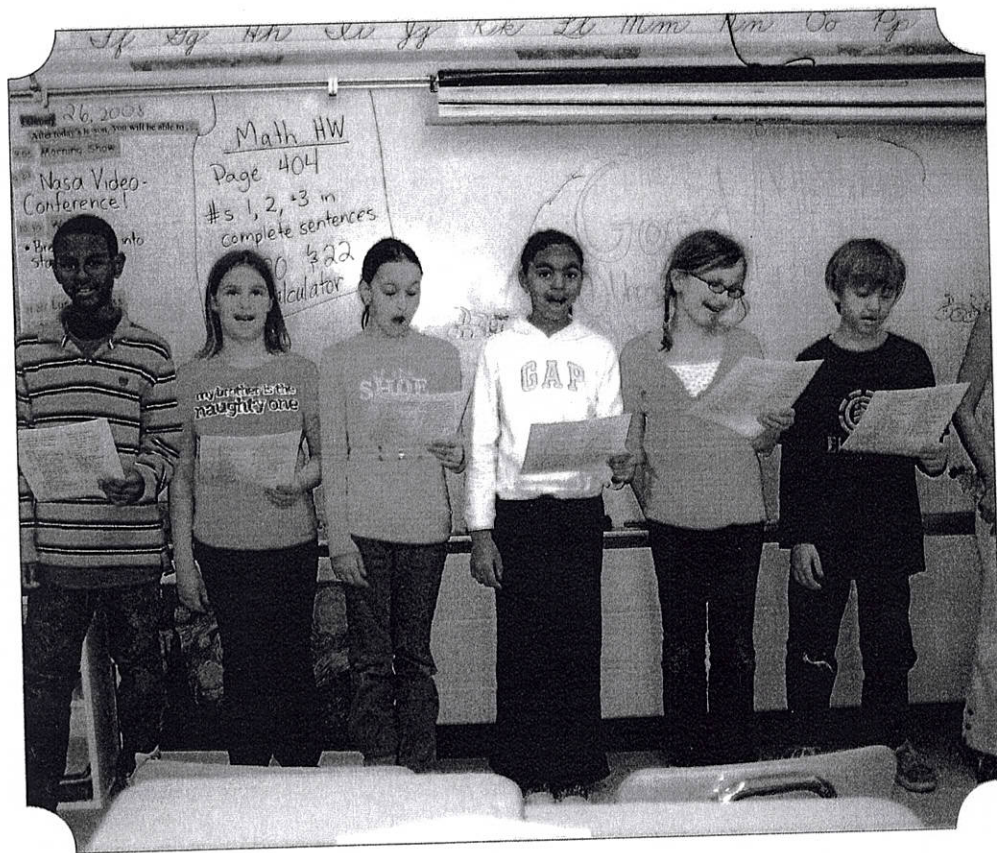


# Curriculum-Based Readers Theatre Scripts: SOCIAL STUDIES



Rosalind M. Flynn



*This is NOT your typical readers theatre!*

*Even if you've never been a fan of readers theatre, take a look at this collection.*

*These 25 reproducible Curriculum-Based Readers Theatre scripts have several important features that distinguish them from traditional readers theatre:*

*--The script topics come from Social Studies curriculum studied by students (elementary, middle school, and high school) throughout the nation.*

*--The scripts are short in length--some are only one page long.*

*--Roles are indicated by numerals only--for easier reading.*

*--Multiple lines spoken by ALL allow for whole class participation.*

*--Solo lines are short in length.*

*--Opportunities for gestures and sound effects that appear as stage directions promote student engagement and active learning.*

*Increase your students' reading fluency, retention of content information, and theatrical skills by reading, rehearsing, and performing these fact-filled scripts.*

*Also of interest: Collections of SCIENCE, MATH, and ENGLISH LANGUAGE ARTS scripts*



ISBN 9781463717230



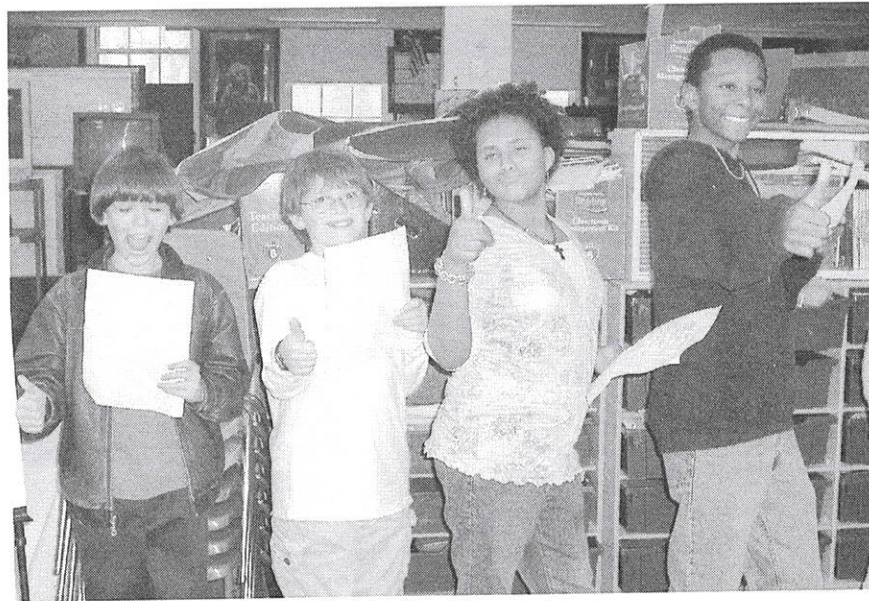
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# Curriculum-Based Readers Theatre Scripts Social Studies



Rosalind M. Flynn

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The author would appreciate notification where errors occur so that they may be corrected in subsequent printings and/or editions.

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“I had loads of fun doing readers theatre. I liked how we could change the way we said our lines and how you made sure everyone had a line. Also, the script was fun because we got to do gestures that we wanted to do. You gave us choices and I really liked that. That was the most fun I have ever had in a Social Studies class. Oh yes, and I learned the stuff I was supposed to learn, too!”

*Sixth Grader  
Fairfax, Virginia*





## CONTENTS

About the Author	1
Acknowledgements	2
Introduction	3
<b>U.S. HISTORY SCRIPTS</b>	
The American Revolution	
Script Opening	6
Part 2	8
Part 3	9
Part 4	11
Part 5	13
Part 6	15
The Four Movements of Change in American History	
Script Opening	17
The Labor Movement	18
The Health and Safety Movement	19
The Civil Rights Movement	20
The Women's Movement	22
Script Ending	23
The Civil Rights Act	24
Famous African Americans	26
Eastern Woodlands Native Americans	28
Historic Philadelphia	29
Pioneers Moving West	31
Thirteen Original Colonies	33
Representation in Congress	35
How a Bill Becomes a Law	37
<b>WORLD HISTORY SCRIPTS</b>	
Mesopotamia	39
The Nile River	40
Renaissance Celebrities	42
Ponce de Leon	44
<b>GEOGRAPHY SCRIPT</b>	
Latitude and Longitude Lines	46



## ABOUT THE AUTHOR



Rosalind Flynn has been developing Curriculum-Based Readers Theatre (CBRT) scripts with students and teachers throughout the United States since 1995. Over the years, she has learned a lot about what makes a CBRT script an effective tool for increasing retention of curriculum information, improving reading fluency, engaging students in a learning experience, and encouraging a theatrical delivery of the words on the page.

Rosalind focuses her work on the principles of arts integration. She has collaborated with students and teachers to create readers theatre scripts that integrate curriculum content and learning strategies with the skills and creativity of the art form of theatre. The CBRT scripts may be about topics that students would label “dull,” but Rosalind gets students thinking like playwrights. They are writing to involve a large cast (the entire class) and to produce a script that entertains as well as informs. The results, which she shares in this and three other subject-specific books, are more than collections of scripts about facts that students need to know. They are dramatic teaching tools that involve students in reading, rehearsing, and performing. They provide students with the opportunity to practice speaking skills and stage presence, and to become kinesthetically and creatively involved in the theatrical delivery of a script. This script students practice and perform simultaneously reinforces the content information that they are responsible for learning.

In her book *Dramatizing the Content with Curriculum-Based Readers Theatre, Grades 6-12* (International Reading Association, 2007) and in her professional development workshops, Rosalind details the process of creating original scripts that address targeted curriculum objectives and information. Because she has led so many students and teachers in this work, she has hundreds of excellent CBRT scripts in her computer files. She took the best of those to create these script collections to share with educators who work with students of all ages.

Rosalind earned her PhD in Curriculum and Instruction at the University of Maryland. She is the head of the Master of Arts in Theatre Education at The Catholic University of America in Washington, DC. She is also a national teaching artist for the Education Department of The John F. Kennedy Center for the Performing Arts. Her e-mail is [RMCFlynn@aol.com](mailto:RMCFlynn@aol.com).

## ACKNOWLEDGMENTS

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At Mosby Woods ES, Fairfax, VA: The students of Mrs. Gulino, Ms. Rohman, Ms. Carter, Ms. Bodenhofer, Mr. Tiller, Mr. Gray, Mr. Halvorsen, Mrs. Adams, and Mrs. Disantis

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At Blackburn ES, Manatee County, FL: The students of Ms. Seiderman

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## INTRODUCTION

### What is Curriculum-Based Readers Theatre?

Curriculum-Based Readers Theatre (CBRT) incorporates the basics of traditional readers theatre—actors reading aloud from a script, performing without costumes, props, or stage movement (blocking). But instead of scripts that are based on stories or literature, CBRT scripts use school content areas as their topics—Science, Math, Social Studies, and English Language Arts topics, for example.

Each script in this book began as a list of content information—facts, ideas, and processes that students are supposed to learn. The nuts and bolts of how to develop CBRT scripts from lists of content information is the focus of *Dramatizing the Content With Curriculum-Based Readers Theatre, Grades 6-12*, published in 2007 by The International Reading Association. This book of Social Studies CBRT scripts and three other subject-specific script collections (Science, Math, and English Language Arts) serve as ready-made classroom tools and examples of scripts intended both to inform and entertain.

### How are the scripts used in the classroom?

Speakers of the lines in the scripts are indicated simply by numerals on the left hand side of each column of dialogue. Numerals identify solo speakers, pairs, small groups, and whole group unison speakers—“All.” Occasionally, to involve half the group in speaking, a script will read “Odds,” meaning that readers with odd numbers read that line, and likewise for lines marked “Evens.” Lines marked “Left,” “Middle,” or “Right” provide ways to have speakers with stage positions on the left, in the middle, or on the right of the group speak together.

Photocopy the scripts back-to-back (for ease in handling), distribute them to students, and assign speaking roles. It is helpful if students’ lines—both the solo lines and those spoken with others—are highlighted in yellow. Then lead students through reading the scripts aloud. The CBRT scripts are intentionally short in length for practical use in busy classrooms. Students who read, re-read, repeat, and rehearse a CBRT script in preparation for performance tend to remember the information in the text.

### [gesture]

When you come to the stage direction [gesture], work with the students to come up with a gesture that will help communicate something about the words they are speaking. Because students will be reading from the script as they perform it, direct them to hold their scripts in their left hands and create gestures that they can perform primarily with their right hands and arms.

### [sound effect]

Do the same when you come to the stage direction [sound effect]. Explore sound effects (vocal sounds, finger snaps, thigh slaps, etc.) that will help communicate something about the particular words being spoken. Determine the best sound effect and use it in that portion of the script.

### [X]

Some CBRT scripts contain a stage direction that is simply an X in brackets [X]. That stage direction occurs in chants to indicate a rest or a beat within the chant. Have students slap their thighs or snap their fingers on the beat when they see [X].

### May the CBRT scripts be altered in any ways?

Absolutely!

Please feel free to alter or edit the scripts in any or all of the following ways:

**Adjust the number of solo speakers**—Add speakers if you have more students than the script accommodates, or revise the script so that there are fewer speakers.

**Adjust the curriculum terminology**—Change the script wording so that it accurately reflects your curriculum's terminology.

**Change unfamiliar wording or expressions**—Perhaps there's a phrase that's gone out of date or perhaps your students come up with an expression they'd prefer to use. Make edits during the initial readings and rehearsals and use your altered version of the script.

### How are CBRT Rehearsals conducted?

#### **Focus on one column of the script at a time.**

Read through that column, make decisions about gestures and sound effects, practice the way that lines spoken by "All" will be delivered, encourage students to use vocal expression and characterization, and then read through that same column again (and possibly again) before moving to the next column. Approach each column in the same way and then rehearse the entire script.

#### **Rehearse the script until the students are reading fluently.**

Conduct the initial rehearsals with the students seated at their desks or standing behind them. The repeated reading of the same text increases students' reading fluency; the repetition of the script's content information contributes to their retention of the information. The gestures add a kinesthetic element to the reading activity. Students' projection and expression grow stronger in repeated rehearsals.

### **Assign “stage positions.”**

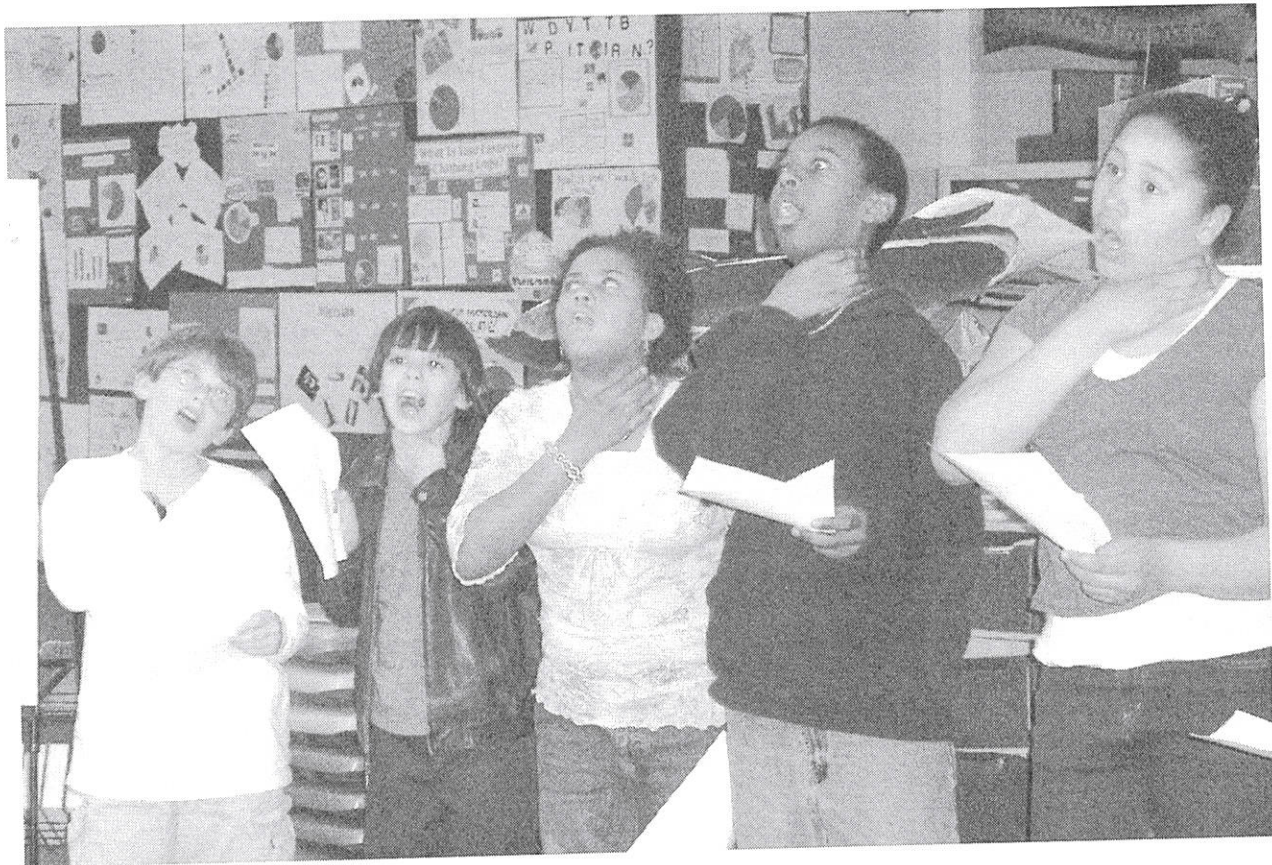
Once the students are familiar and fluent with the script’s lines, gestures, and sound effects, assign them a position for performance. This position may simply be where they will stand in the semi-circle of their classmates when they enter another classroom to perform. It may be the step or riser they stand on for a performance in the school all-purpose room. You may choose to have half of your students seated in chairs while the other half stands behind them. Once students have their stage positions, rehearse the script with students in position.

### **Encourage the students to act with energy and expression!**

During rehearsals, emphasize the importance of delivering the script as an energetic and entertaining piece of theatre. Coach students to speak loudly and with expression. Assure them that their audiences will appreciate a lively, well-prepared performance.

### **How important is it that the students perform the CBRT script?**

The goal of performance is overwhelmingly motivating for most students. Working towards a performance is what makes students willing to read, re-read, and rehearse a CBRT script many times. For many students, it’s one of the few opportunities they will ever have to present a rehearsed piece for an audience. For many students, it’s as thrilling as a Broadway opening and they experience the same exciting jitters! The performance of the CBRT script transforms a reading experience into a theatrical experience.



## American Revolution

### Curriculum-Based Readers Theatre Script Opening

(Script Opening performed by all five groups—each of which will perform the Parts 2-6 scripts that follow)

- 1 Okay everyone! Where do we live?  
**All** **The United States of America.** [sound effect]  
2 Fifty Great States! Always were! Always will be!  
**All** **Fifty Great States! Always were!**  
3 Hold everything!  
**All** [sound effect—confused grumbling]  
3 The United States were not always united.  
4 And they didn't start out as 50 states.  
5 They began as 13 colonies—remember?  
**All** **Oh yes! The 13 original colonies!**  
6 Uh, what's a colony?  
**All** **A colony is a settlement ruled by a leader in another country far away.**  
7 Who ruled the 13 original colonies back in the 1700s?  
**All** **King Ferdinand and Queen Isabella!**  
8 No!  
**All** [Stop. Think. Remember!] **King George the III of England!**  
8 Much better.  
9 Who lived in the colonies?  
**All** [A rap] **Colonists** did the colony thing.  
They worked the farms from spring to spring.  
They worked the mills like anything!  
But they had to obey a faraway king!  
10 King George III!  
**All** **His majesty!** [gesture]  
10 Ruler of the 13 original colonies until...
- 1 Revolution!  
**All** **Revolution!** [gesture]  
2 It begins as a disagreement,  
**All** [sound effect]  
3 Argument,  
**All** [sound effect]  
4 Conflict—  
5 usually with some authority.  
6 Authority?  
7 Yes—someone or something that enforces laws or rules,  
8 Takes charge.  
6 You mean like a boss?  
**All** **Right, but not a good boss—an unjust authority!** [gesture]  
9 And what happens next?  
**Evens** **Fights!** [sound effect] [gesture]  
**Odds** **War!** [sound effect]  
**Evens** **Charge!** [gesture]  
1 Revolution!  
**All** **Revolution!** [gesture]  
**People overthrow one government...** [sound effect]  
9 Kick it out?  
**All** **Totally** [gesture].  
9 Then what?  
**All** **They replace the old government** [gesture] **with a new one.** [gesture]  
1 Revolution!  
**All** **Revolution!**  
10 It's what the American colonists did back in the 1700s. (con't →)



All The American Revolution—

R - Rebellion.

E - England.

V - Violence.

O - Orders.

L - Liberty.

U - United States.

T - Taxation without Representation.

I - Independence.

O - Overthrow of the British.

N - New Nation!

Revolution! [gesture]

**American Revolution**  
Curriculum-Based Readers Theatre Script  
Part 2

- 1 Why didn't the colonists like the old government?
- 2 They didn't like being ruled by a monarch.
- 3 A monarch butterfly?
- 4 Butterflies can't rule people!
- All Not that kind of monarch! The king or queen kind of monarch! [gesture]
- 3,4 Oh.
- 5 In this case,
- All King George III! [sound effect]
- 6 What was so bad about King George III?
- 7 Well, for one thing, he lived in England...
- All over 3000 miles away from the colonies...
- 8 and he was making laws and ruling the land.
- 6 Fair laws?
- All No! And the colonists protested!
- 9 Listen here King George! We have our own laws!
- 10 And we don't want yours!
- 11 Why should we have to pay any tariffs?
- 12 We pay enough taxes already!
- 13 The Stamp Act is unfair!
- 14 Stand up to old King George!
- 15 Boycott British tea!
- 16 If you think we accept your Sugar Act, then you can eat sugar!
- 17 The King and the British don't even know what life is like here!
- 18 Mr. King! How can someone on another continent rule us without giving us a say at all?
- 19 We refuse to obey your laws and pay your taxes without representation in your government!
- 20 We agree with Mercy Otis Warren and James Otis!
- All No taxation without representation! [gesture]
- 21 Some British disagreed:
- 22 Why should we pay for the soldiers we've sent to protect the colonies across the ocean?
- 23 The colonies were set up for the good of England—not for the good of the colonists!
- 24 We will not let all those colonies make whatever rules they want!
- 1 English authority must be obeyed wherever the English flag flies!
- 2 But what did the colonists want?
- All Self-government! [sound effect]
- 3 We want the right to make our own decisions!
- 4 We are responsible enough to make the right choices!
- 5 We will make our own fair, respectful, and reasonable laws! We want...
- All Democracy! [sound effect]
- 10 Democracy—government by the people!
- 11 Democracy—a government in which people elect their leaders!
- 12 Democracy—freedom and justice to make our own laws!
- All Democracy! Now! [gesture]

**American Revolution**  
**Curriculum-Based Readers Theatre Script**  
**Part 3**

- |   |  |
|---|--|
| <p>1 The colonists who wanted to be independent from the rule of Great Britain began to call themselves...</p> <p><b>All Patriots!</b> [sound effect]</p> <p>2 Patriots—People who love their country!</p> <p>3 Patriots—People who fight for their country!</p> <p>4 Patriots—People who are willing to die for their country!</p> <p>5 The Patriots in America in the 1700s worked to create a nation where there is...</p> <p>1-5 freedom,</p> <p>1-10 peace,</p> <p>1-15 honor,</p> <p>1-22 liberty,</p> <p><b>All and justice.</b> [sound effect]</p> <p>6 Just like what we say every day—</p> <p><b>All “One nation, under God, indivisible, with liberty and justice for all.”</b></p> <p>7 Indivisible! What’s that mean?</p> <p>8 It means that no one can divide you.</p> <p>9 The Patriots stood together as a group!</p> <p>10 Did anyone stand against them?</p> <p>11 Yes. Some colonists remained loyal to England.</p> <p>12 Loyal—meaning firm in supporting a country or a cause.</p> <p>13 Loyal—meaning faithful.</p> <p>14 Like dogs are loyal to their owners?</p> <p>15 Well, sort of...</p> <p>16 Like students are loyal to their teachers?</p> | <p>17 That’s more like it!</p> <p>18 Colonists who were loyal to England were called...</p> <p><b>All Loyalists.</b> [sound effect]</p> <p>20 Colonists who wanted an independent new nation were called...</p> <p><b>All Patriots.</b> [sound effect]</p> <p>21 One more time!</p> <p><b>All Loyalists [sound effect]—loyal to England!</b></p> <p><b>All Patriots [sound effect]—wanted an independent new nation!</b></p> <p>1 I hope the Patriots had some good leaders.</p> <p>20 They had a leader who went to Britain to ask for representation.</p> <p>21 They had a leader who was a scientist and inventor.</p> <p>22 They had a leader who believed that all the colonies should work together—</p> <p>1 not separately.</p> <p>2 They had a leader who became a writer of the Declaration of Independence...</p> <p>3 and a member of the Continental Congress.</p> <p>4 They had a leader who helped organize the first American Army...</p> <p>14 and appointed George Washington as Commander-in-Chief.</p> <p>19 Wow—that’s a lot of good leaders!</p> <p><b>All That was all one person!</b> [gesture]</p> <p>19 One person? Who?</p> <p><b>All Benjamin Franklin!</b></p> <p>1-10 What a guy!”</p> |
|---|--|

**All Benjamin Franklin: A Talented Man with a Great Big Plan!**

5 [sound effect] We interrupt this program for a special report.

6 Today, March 5, 1770, some angry colonists in Boston began shouting insults at the British soldiers:

4 - 9 Go ahead and shoot, Redcoats!  
[gesture]

10-16 Bring death to those bloody backs!  
[gesture]

17-22 Instead of tea, have a snowball!

**All Snowballs and stones will break your bones! [gesture]**

7 The colonists threw rocks and snowballs at the soldiers.

4-16 [gesture]

8 The British fired back with their guns

17-22 [sound effect] [gesture]

9 Five colonists were killed including...

**All Crispus Attucks.**

10 Crispus Attucks—a runaway slave, an African American.

11 Crispus Attucks—the first American to be killed fighting for American independence...

12 in an event that was a massacre—

13 A massacre—the killing of a number of people who cannot defend themselves—

**All The Boston Massacre. March 5, 1770.**

**American Revolution**  
Curriculum-Based Readers Theatre Script  
Part 4

- |            |   |              |   |
|------------|---|--------------|---|
| 1          | It sounds like Boston was a real hot spot in the American Revolution.                                 | 13           | He told his friend William Dawes, a Boston tanner, to watch for lanterns in a church steeple. |
| 2          | The scene of a very famous party!   | <b>All</b>   | <b>One if by land; two if by sea! [gesture]</b>   |
| <b>All</b> | <b>The Boston Tea Party! [sound effect]</b>   | 14           | He rode his horse, Brown Beauty, through the countryside, shouting,                           |
| 3          | The year was 1773.<br>Boston colonists were mad as could be.  | <b>All</b>   | <b>The British are coming! The British are coming! [gesture]</b>                              |
| <b>All</b> | <b>“We should not have to pay a tax on tea!” [gesture]</b>  | 15           | Oh, I know what happened next! Paul Revere alerted Minutemen in Lexington.                    |
| 4          | Disguised as Indians, onboard a British ship,<br>they found some chests of tea that they could tip... | 16           | They came racing from their homes with muskets, bayonets, and hatchets.                       |
| 5          | into the harbor, into the sea...because...  | 17           | The British arrived in Lexington.   |
| <b>All</b> | <b>“We should not have to pay a tax on tea!” [gesture]</b>  | 18           | Shots were fired by each side.  |
| 6          | Deep into the water the tea sank down.  | <b>All</b>   | <b>[gesture] [sound effect]</b>   |
| <b>All</b> | <b>The best tea party ever in Boston town! [sound effect]</b>   | 19           | The Minutemen retreated...  |
| 7          | Shhhhhhh. Listen my students and you shall hear...  | 20           | and the Redcoats marched on to Concord...   |
| 8          | Listen to what?   | 21           | where they expected to find the Patriots’ weapons, but they had been...                       |
| 7          | ...of the midnight ride of Paul Revere!   | <b>All</b>   | <b>moved! [gesture]</b>   |
| 9          | Who is Paul Revere?   | 1            | The British burned any weapons they did find.   |
| 7          | He was a Patriot who had a job as a secret agent and messenger.                                       | 2            | This caused the Minutemen to come down from a hill where they had been waiting.               |
| 8          | He had to find out the English battle plans.  | <b>Odds</b>  | <b>The Minutemen met...</b>   |
| 10         | When did Paul Revere ride at midnight?  | <b>Evens</b> | <b>the British...</b>   |
| 11         | In 1775, just before the battle in Lexington, Massachusetts...  | 3            | at the North Bridge...  |
| 12         | on a clear moonlit night in April.  | 4            | and fired what came to be known as...   |
|            |   | <b>All</b>   | <b>“the shot heard round the world.”</b>  |

5 Out of the 4,000 Minutemen in  
Lexington and Concord, only 93 were  
killed or wounded.

6 When the British marched back to  
Boston, hidden Minutemen shot at  
them.

7 The total British losses were 73 killed  
and 174 wounded.

8 The battles at Lexington and Concord  
marked the beginning of...

**All The American Revolution!** [gesture]

9 Has anybody ever heard of Patrick  
Henry?

10 He was a colonist who lived in  
Virginia.

11 He told the Virginia House of  
Burgesses that they alone,  
12 NOT England,  
13 should decide what taxes were placed.  
14 Some Loyalist lawmakers shouted,  
**All "Treason! Treason!"** [gesture]

15 Treason! (pause) What does Treason  
mean?

16 It means working against the  
government.

17 And Patrick Henry said,  
**All "If this be treason, make the most of  
it!"** [gesture]

18 But I think Patrick Henry is even more  
famous for something else he said:  
**All "Give me liberty or give me death!"**  
[gesture]

19 Patrick Henry and the Second  
Continental Congress chose someone  
we've all heard of to lead the new  
Continental Army—

**All George Washington!**

20 Born in 1732 in Westmoreland,  
Virginia,  
21 he took 14,500 disorganized soldiers...  
22 and created an army that became...  
**All the proud Continentals!** [gesture]

1 George Washington—  
**All our first Commander-in-Chief!**  
[gesture]

**American Revolution**  
Curriculum-Based Readers Theatre Script  
Part 5

- |   |  |
|---|--|
| <p>1 George Washington and the other colonists wanted to rule themselves.</p> <p>2 They wanted...</p> <p><b>All Independence!</b> [sound effect]</p> <p>3 It means being alone...</p> <p>4 or solo...</p> <p>5 doing something all by yourself.</p> <p>6 Hello! Does the word “freedom” ring a bell? [sound effect]</p> <p><b>Odds Our country has freedom.</b></p> <p><b>Evens Our country has independence.</b></p> <p>7 It all started with the colonists...</p> <p>8 who fought so they could do whatever they wanted.</p> <p>9 Hey wait! Even when you’re independent, that doesn’t mean you can do whatever you want!</p> <p>10 In order for independence to work, the colonists knew...</p> <p><b>All and we know...</b> [gesture]</p> <p>11 people must follow laws,</p> <p>12 and respect their country and its citizens.</p> <p>13 Are kids independent?</p> <p><b>Odds Yes!</b></p> <p><b>Evens No!</b></p> <p>14 Well, which one is it? Yes or no?</p> <p>15 Actually the answer is...</p> <p><b>All Both!</b></p> <p><b>We help make plans and we have a choice.</b></p> <p><b>Our parents and our teachers give us a voice.</b></p> | <p><b>But we’re still kids and we still depend</b></p> <p><b>On a mother or a father or a teacher or a friend!</b></p> <p>16 So—independence is the freedom to govern one’s own self.</p> <p>17 Thanks to Thomas Paine’s ideas in <u>Common Sense</u>:</p> <p>18 “King George is an unfair bully!”</p> <p>19 “Why should one person rule us?”</p> <p>20 The colonists felt they should cut their ties with Britain!</p> <p>21 Congress formed a committee to write a declaration.</p> <p><b>All A declaration is an important statement.</b> [gesture]</p> <p>7 “Well, I do declare!”</p> <p>8 The committee member who did most of the writing was...</p> <p><b>All Thomas Jefferson!</b></p> <p>9 —Leader of the Patriots!</p> <p>10 —Only 33 years old when he wrote the Declaration of Independence!</p> <p>11 Which took him 17 days to write!</p> <p><b>Boys Awww—17 whole days?</b> [gesture]</p> <p><b>Girls Amazing! Only 17 days!</b> [gesture]</p> <p>12 The Declaration was written in three parts.</p> <p>13 Part One: Why independence was needed.</p> <p>14 Part Two: The colonists’ main ideas about government:</p> <p><b>All “We hold these truths to be self-evident, that all men are created equal,</b></p> |
|---|--|

- That they are endowed by their Creator with certain unalienable rights,
- 14 That among these are...
- All **Life, Liberty, and the Pursuit of Happiness.**" [gesture]
- 15 Part 3: Jefferson listed the colonists' grievances.
- 16 What in the world are grievances?
- 17 Complaints!
- 1-5 "The king doesn't listen to us!" [gesture]
- 6-10 "The king taxes us unfairly!" [gesture]
- 11-15 "And we do not appreciate those British soldiers invading us and living in our territory either!" [gesture]
- 16-20 And as for the Intolerable Acts... They're, they're...
- All **Intolerable!** [sound effect]
- 18 In the very last part of the Declaration, Jefferson said that the 13 colonies were...
- All **No longer part of Britain!** [sound effect]
- 19 The Declaration of Independence was signed on...
- All **July 4, 1776!**
- 20 That's why we celebrate the Fourth of July!
- All **Independence Day!** [sound effect]



**American Revolution**  
Curriculum-Based Readers Theatre Script  
Part 6

- 1 What about the women?
- Boys **Did any women take part in the Revolutionary War?**
- Girls **Of course they did!** [gesture]
- 2 Mary Ludwig Hays was also known as “Molly Pitcher”
- 3 —because she carried water to thirsty soldiers in the Battle of Monmouth.
- 4 And there were other women who were important to the Revolution, too.
- 5 Mary Slocumb rode through the night
- 6 To help the Patriots win their fight.
- 7 Phyllis Wheatley wrote some poems,
- 8 Mercy Otis Warren wrote a play
- 9 To help the colonists save the day!
- 1-5 Valley Forge, Pennsylvania—The cold winter of 1777!
- All **Our feet are freezing!** [gesture] [sound effect]
- Boys **We’re tired and cold!** [gesture]
- Girls **We’re scared of dying!** [gesture]
- All **We want to grow old!** [gesture]
- 1-5 Von Stueben is pushing us harder each day.
- 6-10 We must be good soldiers—we’ll do it his way!
- All **Valley Forge—a snowy and cruel winter camp.** [sound effect] [gesture]
- Girls **But we stay...**
- Boys **and learn...**
- Girls **and suffer...**
- Boys **for General George Washington...**
- All **and for our country.** [gesture]
- 11 The Battle of Yorktown!
- 12 Cornwallis surrenders!
- 13 The British and Hessian soldiers lay down their arms.
- Odds **Their arms?**
- Evens **We mean their weapons, of course!**
- Odds **Oh!**
- 14 But how did this happen?
- 15 The Redcoats were surrounded by Continental troops...
- 16 and under siege for two weeks by land and sea.
- Girls **What’s a siege?**
- Boys **A siege is an attack that lasts a long time!**
- 16 Anyway, the important part is—
- All **The British gave up!** [gesture]
- 17 Now they needed a treaty.
- 18 Right—a treaty:
- All **a signed agreement between fighting countries.** [gesture]
- 11 Ben Franklin gave the British representative the American terms.
- Girls **Which were?**
- 13 One—[gesture]
- Boys **Accept American independence.**
- 14 Two— [gesture]
- Girls **Remove British soldiers from American land.**
- 15 Three— [gesture]
- All **Pay Americans for damage done to cities and towns!** [sound effect] [gesture]
- 16 So the Treaty of Paris was signed by both countries in France in 1783.

*(Note: The following conclusion can be performed by all groups.)*

All            A new country was born.  
Girls        Revolution! [gesture]  
Boys        War! [gesture]  
Girls        Courage.  
Boys        Determination.

Girls        Hard work.  
Boys        Persistence.  
Girls        Vision.  
Boys        Collaboration.  
All        The United States of America!  
              The U.S.A.! [gesture]

# The Four Movements of Change in American History

## Curriculum-Based Readers Theatre Script Opening

(Script Opening performed by all four groups—each of which will perform one of the scripts about a movement that follow: Labor, Health and Safety Civil Rights, and Women’s.)

- 1-8 [Stomp, stomp, snap. Stomp, stomp, snap]
- All** [Stomp, stomp, snap. Stomp, stomp, snap]  
**History! History!**
- 1,2 Announcing!
- All** [sound effect—Fanfare] [gesture]
- 3,4 A game-changing competition!
- 5,6 Welcome... [gesture]
- 7,8 to the long awaited,
- 1,2 much anticipated,
- 3,4 first annual edition of...
- All** **So You Think You Can Change History!** [gesture] [sound effect]
- 5,6 A fierce competition in which the Four Movements of Change in American History...
- 7,8 will compete for the title of...
- All** **Most Momentous Movement of Change!** [gesture]
- 1,2 Let’s tell the folks at home what we mean by a movement of change.
- 3,4 Throughout American history, groups of people have...
- All** **worked together to achieve common goals.** [gesture]
- 5,6 The efforts of these people are called...
- All** **Movements!**
- 7,8 Today, we’ll be hearing from four important movements of change in American History—
- Group 1: The Labor Movement! [gesture] [sound effect]
- Group 2: The Health and Safety Movement! [gesture] [sound effect]
- Group 3: The Civil Rights Movement! [gesture] [sound effect]
- Group 4: The Women’s Movement! [gesture] [sound effect]
- 1,2 To be selected as this year’s...
- All** **Most Momentous Movement of Change!** [gesture]
- 3,4 Each movement will have to convince us that it caused a huge turning point in the history of our country!
- All** **A huge turning point!** [gesture] [sound effect]
- 5,6 Each movement must make the case that its efforts brought about important changes in American laws!
- All** **Life in America would never be the same again!** [gesture]
- 7,8 And—beginning back at the signing of the Declaration of Independence—
- 1,2 on up through modern times—each movement will have to prove that it had...
- All** **A lasting impact!** [gesture]
- Group 1: Labor! [gesture] [sound effect]
- Group 2: Health and Safety! [gesture] [sound effect]
- Group 3: Civil Rights! [gesture] [sound effect]
- Group 4: Women’s! [gesture] [sound effect]
- 3,4 Let the competition begin! First up—The Labor Movement!

**The Labor Movement**  
Curriculum-Based Readers Theatre Script

- 3 Which movement do you think had the greatest impact on America?
- 4 Definitely the Labor Movement!
- All **The Labor Movement!** [gesture]  
[sound effect]
- 5 Why?
- 6 Well, the labor movement created unions.
- 7 Unions?
- 8 Yes, organizations that led to laws and regulations that protect workers.
- All **Unions protected workers?**
- 10 Yes, many businesses hired starving immigrants,
- 11 women,
- 12 and children.
- All **Destitute immigrants, women, and children.**
- 13 They hired them because...
- All **they were desperate to work!** [gesture]
- 14 The Unions used their political influence.
- All **Their clout!** [gesture]
- 15 ...to create fire and safety regulations...
- 16 in the workplace.
- 17 No more forcing little kids to work!
- All **Child labor laws!**
- 18 No more working for almost nothing.
- All **Minimum wage!** [gesture]
- 19 No more forcing immigrants to work long days.
- All **Eight hour work days—Ay, ay, ay!**
- 20 For a long time, immigrants were the financial backbone of the country.
- 21 And, there is one more fact...
- 22 that no other movement can claim!
- 23 We have a national holiday!
- All **Labor Day!** [gesture] [sound effect]
- 24 And so, we are confident that the Labor Movement was the...
- All **Most Momentous Movement of Change!** [gesture] [sound effect]

## The Health and Safety Movement

### Curriculum-Based Readers Theatre Script

- 1 Wait a minute.
- All We beg to differ.
- Other 3 Groups Oh you do, do you?
- All You betcha! [gesture]
- 1 The Health and Safety Movement was the...
- All Most Momentous Movement of Change! [gesture]
- 2 Picture this:
- 3 Moving to a new country with...
- 4 No job!
- 5 No money!
- 6 No education!
- 7 No healthcare!
- 8 These were challenges immigrants faced in the 19th century.
- 9 Until 1889 when...
- 10 Jane Addams created...
- All The Hull House!
- 11 It provided children with...
- All art and music classes. [gesture] [sound effect]
- 13 Adults could learn English...
- 14 and learn about nutrition and...
- All healthy living. [gesture]
- 15 The Hull House turned out to be a model for helping people...
- 16 improve their lives.
- All Hip hip hooray! [gesture]
- 17 Before 1906, food products were contaminated by...
- All rats and dirt! [gesture]
- 18, 19 Gross! [gesture]
- 20 This prompted the creation of...
- All The Food and Drug Act.
- 21 The act created safety standards for food and drugs...
- 22 and gave birth to...
- All The Food And Drug Administration—
- 23 a.k.a. The FDA.
- 24 The FDA continues to protect people...
- 25 from unsafe products.
- All Thank goodness! [gesture]
- 27 The Health and Safety movement also changed laws regarding...
- All Tobacco— [gesture] [sound effect]
- 5 Quit smoking!
- All Warning Labels—
- 21 Caution: Cigarette smoking may be hazardous to your health!
- All Sales of Alcohol—
- 15 to no one under 21!
- All Automobile and Driving—
- 17 Click it or ticket!
- 12 And hence, that's why the Health and Safety Movement was the...
- All Most Momentous Movement of Change! [gesture]

**The Civil Rights Movement**  
Curriculum-Based Readers Theatre Script

- 1 Wait a minute!
- All We beg to differ! [gesture]**
- Other 3 Groups Oh you do, do ya?
- All You betcha! [gesture]**
- 1 The Civil Rights movement was the...
- All Most Momentous Movement of Change. [gesture]**
- 2 Hands down!
- 3 Absolutely!
- 4 Life in America was never the same—
- All NEVER! [gesture]**
- 4 —all because of the...
- All Civil Rights Movement. [gesture] [sound effect]**
- 5 First of all, back when the country was founded, there were thousands of enslaved African people.
- 6 That's awful!
- 7 I know, right?
- 8 The first big event in the Civil Rights Movement was...
- 9 Harriet Tubman...
- All and the abolitionists... [gesture]**
- 10 working to free slaves.
- 11 Yep. The slaves traveled on...
- All the Underground Railroad to freedom! [gesture]**
- 12 with the guidance of Harriet Tubman and many other brave people.
- 13 Then Abraham Lincoln issued the...
- All Emancipation Proclamation... [gesture]**
- 13 and freed the slaves! [gesture] [sound effect]
- 14 America no longer has slaves partly because of the...
- All Civil Rights Movement! [gesture] [sound effect]**
- 15 I'd say that's a momentous movement.
- All A turning point for sure. [gesture]**
- 1 Then there was the Great Migration.
- 2 African Americans began traveling north in search of jobs.
- 3 There was a rebirth—
- All a renaissance of African American culture!**
- 4 Yep - In the 1920's and 30's, many African American artists, writers, and musicians were in Harlem.
- 5 But all was not perfect.
- All Everything was segregated! [gesture]**
- 6, 7 Separate schools, separate restaurants!
- 8 African Americans even had to...
- All give up their seats to whites on the bus!**
- 9 But not everyone was willing to give up a seat to whites—
- 10 Nope. One brave woman said NO and was arrested—
- All Rosa Parks! [gesture]**
- 11 Brave people all over the country started to take a stand.
- All In 1963, they marched on Washington.**
- 12 Martin Luther King spoke at the protest on the mall.
- All I have a dream! [gesture]**
- 12 He changed the way people thought.

13 Eventually, the laws changed, too.  
14 No more giving up seats on the bus.  
15 People could go to the same  
restaurants,  
16, 17 swimming pools,  
18, 19 and schools.  
**All** Talk about momentous! [gesture]  
20, 21 A series of turning points...

7 have shaped our country.  
8 Life in America would never be the  
same again because of...  
**All** The Civil Rights Movement! [gesture]  
[sound effect]  
9, 10 which we believe is the...  
**All** Most Momentous Movement of  
Change! [gesture]

## The Women's Movement

### Curriculum-Based Readers Theatre Script

- |  |  |
|--|--|
| <p>1 Wait a minute!</p> <p><b>All We beg to differ!</b></p> <p>Other 3 Groups Oh you do, do you?</p> <p><b>All You betcha! [gesture]</b></p> <p>2 The Women's Movement was the...</p> <p><b>All Most Momentous Movement of Change. [gesture]</b></p> <p>3 Way back in 1776, future first lady, Abigail Adams...</p> <p>4 gave her husband, John, some very important advice:</p> <p>Girls "Remember the Ladies..." [gesture]</p> <p>5 From that time, women began their quest for...</p> <p><b>All the right to vote... [gesture]</b></p> <p>6 and to be involved in government.</p> <p>7 72 years later, in 1848, in Seneca Falls, New York, over 200 women held...</p> <p><b>All The Women's Rights Convention. [gesture] [sound effect]</b></p> <p>8 The ideas expressed there became the goals of the women's movement.</p> <p><b>All "Men and women are created equal." [gesture]</b></p> <p>9 Time passed and the movement continued to work for change.</p> <p>10 And in 1869, Susan B. Anthony and Elizabeth Cady Stanton founded...</p> <p><b>All The National Woman Suffrage Association.</b></p> <p><b>All Suffrage—the right to vote! [gesture]</b></p> <p>11 Without suffrage, it's hard to work for more rights and more opportunities.</p> <p>12 Support grew as women rallied and marched...</p> | <p><b>All [gesture] [sound effect]</b></p> <p>13 but still no vote!</p> <p><b>All Still no vote! [gesture] [sound effect]</b></p> <p>14 Another 50 years went by...</p> <p>15 and then for over a year, women took turns...</p> <p><b>All standing outside the White House...</b></p> <p>16 in the rain,</p> <p><b>All [gesture] [sound effect]</b></p> <p>17 and snow,</p> <p><b>All [gesture] [sound effect]</b></p> <p>18 and heat.</p> <p><b>All [gesture] [sound effect]</b></p> <p>19 Finally, in 1920,</p> <p><b>All the nineteenth amendment passed! [gesture] [sound effect]</b></p> <p>20 Women at last had the right to vote!</p> <p>21 Having that right allowed women to work within the political system for...</p> <p><b>All change! [gesture]</b></p> <p>22 Fast forward to 1972—</p> <p><b>All Title IX! [gesture] [sound effect]</b></p> <p>1 Title IX required schools and universities to offer...</p> <p><b>All equal opportunities to men and women. [gesture]</b></p> <p>2 Equal opportunities allow women to reach their potential.</p> <p><b>All Abigail Adams would be so proud! [sound effect]</b></p> <p>3 And that's why we think The Women's Movement is the...</p> <p><b>All Most Momentous Movement of Change. [gesture]</b></p> |
|--|--|



## Four Movements of Change

### Script Ending

(Follows the conclusion of the Women's Movement script)

1	So, there you have it! Will it be the Labor Movement? [Pause to allow group to wave/gesture.]	All	<b>Most Momentous Movement of Change...</b> [gesture]
		1, 2	in American History?
2	The Health and Safety Movement? [Pause to allow group to wave/gesture.]	1	Text your vote now to...
		1, 2	MMMO C 5!
1	The Civil Rights Movement? [Pause to allow group to wave/gesture.]	2	Remember—you may only vote once!
		1	And then tune in tomorrow night to find out the winner, right here on...
2	Or the Women's Movement? [Pause to allow group to wave/gesture.]		
1, 2	Which movement do <u>you</u> think deserves the title of the...	All	<b>"So You Think You Can Change History?"</b> [gesture] [sound effect]

**The Civil Rights Act**  
Curriculum-Based Readers Theatre Script

- |     |  |           |  |
|-----|--|-----------|--|
| 1   | Three, two one—we're live!   | 16        | guaranteed by...   |
| All | [gesture] [sound effect]   | All       | <b>The Constitution and The Bill of Rights.</b> [gesture]  |
| 2   | Channel Five Breaking News!  | 17        | Let's go live to the history department at Howard University. Professors?  |
| 3   | Forty-three years ago today in the United States, The Civil Rights Act was passed and... | [gesture] |  |
| All | <b>changed the course of history!</b> [sound effect] [gesture]                           | 18,19     | Yes?   |
| 4   | What are civil rights?   | 17        | Weren't the rights of African Americans secured with the 13 <sup>th</sup> and 14 <sup>th</sup> Amendments to the Constitution? |
| 5   | Um, are they the rights of a civil?  | 18        | They certainly should have been!   |
| All | [sound effect]   | 19        | But it took an entire century before a full Civil Rights Act was on the books!   |
| All | <b>Civil Rights are the rights that go with citizenship,</b>                             | 17        | Thank you for your time, professors.   |
| 6   | the rights that one acquires simply by being a citizen.                                  | 18,19     | It's been a pleasure. [gesture]  |
| All | <b>Liberty and Equality!</b> [gesture]   | 17        | Let's go now to...   |
| 7   | How do you know a citizen when you see one?  | All       | <b>Roving Reporter on the Street!</b>  |
| 8   | You can't tell by looking.   | 20        | R.R. here. Who was the president of the United States in 1964?   |
| All | <b>A citizen just needs to be a legal member of a nation.</b>                            | 21        | I don't know. Phyllis, do you know?  |
| 9   | I was born in this country.  | 22        | Was it Abraham Lincoln?  |
| 10  | I passed a test and took an oath.  | 20        | Anyone in the crowd know?  |
| All | <b>You're citizens!</b> [gesture]  | All       | [sound effect: All offer different names.]   |
| 11  | Did you know that all U.S. citizens are supposed to be treated equally under the law...  | 1         | You better bust out a history book! It was President Lyndon Johnson.   |
| All | <b>and have equal opportunity?</b>   | All       | <b>That's right!</b> [gesture] <b>President Lyndon Baines Johnson signed the Civil Rights Act on July 2, 1964.</b>             |
| 12  | Well, haven't they always been?  | 2         | July 2, 1964?  |
| 14  | Not before the Civil Rights Act was passed.  | All       | <b>After the longest debate in the history of the Congress—534 hours!</b>  |
| 15  | So, what exactly is equal opportunity?   | 3         | 534 hours?! No way!  |
| All | <b>Protection and privileges given to <u>all</u> U.S. citizens</b>                       | All       | <b>That's more than 22 days—nonstop!</b>   |

- 20 43 years after the passage of the Civil Rights Act, how do you think it has impacted the average citizen?
- 5 I can now bring my cell phone to school!
- All [sound effect]**
- 6 It's more than that! Remember in history class—seeing the pictures from before the Civil Rights Act?
- 7 Blacks and whites could not use the same bathrooms...
- All No way?!**
- 8 ...drink from the same water fountains...
- All You're kidding!**
- 9 ...or sit together on the bus.
- All For real? [gesture]**
- 10 Oh yeah, I remember what that was called—segregation.
- All Segregation.**
- 11 Separate schools.
- 12 Separate restaurants.
- 13 Separate shops.
- 14 Signs—"Whites Only!"
- All Segregation—separation based on race. Most uncool. [gesture]**
- 15 Now, because of the Civil Rights Act, we can all be together...
- 13 in the mall, at school, on the bus, everywhere!
- All Cool. [gesture]**
- 16 So, that's it? [gesture]
- 17 No, no, there's more. The Civil Rights Act banned discrimination in other places.
- 18 Could all people choose where they wanted to sit in movie theatres?
- All Nope. Not before July 2, 1964.**
- 19 What about hotels? Could everyone stay in the same hotels?
- All Nope. Not before July 2, 1964.**
- 20 What about women? Could I have gotten any job I was qualified for?
- All Nope. Not before July 2, 1964.**
- 20 We've come a long way since 1964. Now back to you in the studio.
- 1 Thanks, R.R.! Viewers, look around. Because of this single act, our entire country was changed forever.
- 2 No longer could employers treat citizens differently because of how they looked, lived, or worshipped.
- 3 More than 190 years after the Founding Fathers declared this a country for life, liberty, and happiness, true equality was at last legislated.
- 1 From here in the Channel Five studio in the land of the free...
- All America—Peace out! [gesture]**

## Famous African Americans

### Curriculum-Based Readers Theatre Script

- |            |   |            |   |
|------------|---|------------|---|
| 1          | Welcome to....  | 10         | Right. It's Thurgood Marshall.  |
| <b>All</b> | <b>"Kids Quiz!"</b> [Hum "Twinkle, Twinkle, Little Star"...]<br>How we wonder who you are!      | <b>All</b> | [sound effect]  |
| 2          | Today's show is about...  | 11         | Which Black African American was like Martin Luther King, Jr., except that he used violence instead of peace? |
| <b>All</b> | <b>Famous African Americans!</b> [gesture]<br><b>Oooooh!</b>                                    | 12         | Oh! Oh! Malcolm in the Middle?  |
| 3          | Name a famous Black African American who played jazz music on the piano.                        | <b>All</b> | [sound effect]  |
| 4          | Duke Ellington!   | 11         | You are incorrect!  |
| <b>All</b> | [sound effect]  | <b>All</b> | <b>Awww!</b>  |
| 3          | You are correct!  | 11         | Audience, what's the answer?  |
| <b>All</b> | <b>Oooooh!</b>  | <b>All</b> | <b>Malcolm X!</b> [gesture]   |
| 5          | Who was the first Black African American to play baseball on a professional white team?         | 13         | Who was the Black African American who refused to give up her seat on the bus for a white person?             |
| 6          | Oh, I know! Michael Jordan!   | 14         | Rosa Parks!   |
| <b>All</b> | [sound effect]  | <b>All</b> | [sound effect]  |
| 5          | You are incorrect!  | 13         | You are correct!  |
| <b>All</b> | <b>Awww!</b>  | <b>All</b> | <b>Oooooh!</b>  |
| 5          | Audience, what's the answer?  | 15         | Name the Black African American who invented lots of ways to use peanuts.                                     |
| <b>All</b> | <b>Jackie Robinson!</b>   | 16         | George Washington!  |
| 7          | This successful Black African American businesswoman made thousands of dollars washing clothes! | 15         | Ohhhhh, almost! Audience, what's the answer?  |
| 8          | Charlie—I mean—Clara Brown!   | <b>All</b> | <b>George Washington Carver!</b>  |
| <b>All</b> | [sound effect]  | 17         | Who was the Black African American woman who led slaves to freedom?   |
| 1          | That was a close one! Correct!  | 2          | Um. Um... Was it Raven?   |
| <b>All</b> | <b>Oooooh!</b>  | 1          | Raven? Are you serious?   |
| 9          | Who was the first Black African American Supreme Court justice?                                 | 17         | Is that your final answer?  |
| 10         | Sponge Bob!   | 2          | I guess...  |
| 9          | Come on, team! Let's be serious!  | <b>All</b> | [sound effect]  |
|            |   | 11         | You are incorrect!  |
|            |   | <b>All</b> | <b>Awww!</b>  |
|            |   | 11         | Audience, what's the answer?  |

**All** Harriet Tubman!

3 Our time is almost up!

5 Here's today's last question—Who was the Black African American who won Olympic gold medals in track?

4 Jesse Owens!

**All** [sound effect]

3 You are correct!

**All** Ooooh!

6 Please join us tomorrow at the same time for~

**All** “Kids Quiz!” [Hum “Twinkle, Twinkle, Little Star...”]

How we wonder who you are!

**Eastern Woodlands Native Americans**  
Curriculum-Based Readers Theatre Script

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| <p>1 Up Next on WWOW—</p> <p>2 Stay tuned for everyone’s favorite quiz show—</p> <p><b>All</b> <i>Are You Smarter than a ___ Grader?</i> [gesture] [sound effect]</p> <p>3 Please welcome your hosts: Virginia Beach and James Town.</p> <p>4 Thank you fans, thank you! Tonight, our contestants will compete for the jackpot prize of an all expenses paid trip to the one of the Native American regions: The Eastern Woodlands!</p> <p><b>All</b> [sound effect] <b>Eastern Woodlands!</b></p> <p>5 Let’s get the show rolling! All of tonight’s questions will be on the topic of...</p> <p><b>All</b> <b>The Eastern Woodlands Native Americans.</b></p> <p>6 You mean the First Americans?</p> <p><b>All</b> <b>Yes, the Native Americans are the First Americans.</b> [gesture]</p> <p>4 The first question is...</p> <p>5 Which region is home to the Powhatan people?</p> <p>7 The Wild West!</p> <p><b>All</b> [sound effect] [gesture]</p> <p>4 I’m sorry, that’s incorrect. The correct answer is—</p> <p>5 The Eastern Woodlands.</p> <p><b>All</b> <b>The Powhatan people lived in the Eastern Woodlands.</b></p> <p>4 Speaking of homes, what type of home did the Powhatan live in?</p> | <p>8 I know! The Powhatan lived in wood and bark homes.</p> <p>5 That’s correct!</p> <p><b>All</b> [sound effect] <b>Yes—the Powhatan lived in wood and bark homes.</b></p> <p>4 They also built one form of their transportation out of wood. Does anybody know what it was called?</p> <p>9 I know. That’s easy. They traveled in canoes but they also walked.</p> <p><b>All</b> [sound effect] <b>Yes—the Powhatan built canoes!</b></p> <p>5 Moving on, what was the climate like in the Eastern Woodlands region?</p> <p>11 Pick me! Pick me!</p> <p>4 Yes contestant number 4!</p> <p>11 Mild winters and hot, humid summers.</p> <p><b>All</b> [sound effect] [gesture]</p> <p>5 That’s right! Now it’s time for the final question:</p> <p>4 Which best describes the land in the Eastern Woodlands: Hills, mountains, rivers, or coast?</p> <p>12 But that’s a trick question. They all describe the land.</p> <p><b>All</b> [gesture] [sound effect] <b>Hills, mountains, rivers, and coast are all found in the Eastern Woodlands.</b></p> <p>4, 5 And we are all winners tonight on...</p> <p><b>All</b> <i>Are You Smarter than a ___ Grader?</i> [gesture] [sound effect]</p> <p>5 Tune in tomorrow for questions about Native Americans on the Plains!</p> |
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