

KORYŌ'S INTERNATIONAL TRADE: EXPORTS & IMPORTS

GRADE: 6th Grade

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SUBJECT: History, Writer's Theater

TIME REQUIRED: Five to six class periods

OBJECTIVES:

Students will be able to:

1. Identify the goods that were imported/exported between Koryō and trade partners.
2. Use a map key to interpret meaning on a map.
3. Know the names of five different Middle Ages nations that existed in Eastern Asia around 1000 A.D. (Koryō, Song, Liao, Jurchen) and one that was from around the world, but which traded in Eastern Asia (Abbasid Caliphate).
4. Correlate these Middle Ages nations with modern day country names in East Asian Geography (South Korea, North Korea, China, Russia, and Japan).
5. Appreciate that different historical sources may use different names in translation or offer different information. Synthesize information gathered from two sources (a map and a table) to record commodities, on a graphic organizer, that were imported and exported between Koryō and its trade partners.
6. Understand Byokrando Port and Gaegyong (Koryō's Capital) as a center for commerce and a historical site, located in present-day North Korea.
7. Create journal entries from a historically informed, yet creatively imagined, perspective of an exporter from Koryō or an importing trade partner.
8. Collaborate to write a skit about trade between Koryō exporters and Song, Liao, Jurchen, Japanese, or Abbasid importers, using the elements of performance of character, props, setting, and humor.

STANDARDS:

NCSS Standards

Standard 9: Global Connections

NYS Social Studies Standards

Standard 4: Economics

Common Core Standards

SL 1 Initiate and participate effectively in a range of collaborative discussions

SL 3 Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric

WHST 2 Write informative/explanatory texts

Key Idea 4.1: The study of economics requires an understanding of major economic concepts

and systems, the principles of economic decision-making, and the interdependence of economies and economic systems throughout the world

Student Performance Indicator 4.1G: Explain how nations throughout the world have joined with one another to promote economic development and growth

MATERIALS REQUIRED:

Day 1

- **Handout 1: Map of Koryō's Exports and Imports** (Preferably used both as a board-projected image, and also as color handouts for students)
- **Handout 2: Table of Koryō's Exports and Imports**
- **Handout 3: Summary of Koryō's Exports and Imports** worksheet
- Random drawing cards to assign students different character roles
- **Handout 4: Journal Entry** homework worksheet
- Six images for board projection: **World Map, Map of Asian Continent, Map of East Asia Today, Byeokrando Port, Map of Gaegyeong: Koryō's Capital, and Handout 1: Map of Koryō's Exports and Imports**
- Dry erase pen (if projection is on transparency) or digital pen (for digital boards)
- Projector

Day 2

- Student-completed **Handout 4: Journal Entry** (Day 1's homework)
- **Handout 5: Skit Brainstorming Sheet**

Day 3

- **Handout 6: Skit of Trade between Koryō and Trading Partners**

Day 4

- Skits, either completed or in a revisable state, and extra copies of **Handout 6**.
- Simple props-making materials, whether they are drawings that are student-made (done with paper and crayons) or realia that students have collected (such as using tin-foil to represent the trade object of silver)

Day 5 (60-90 Minute Period)

- Scripts and props for groups completed and ready
- **Handout 7: Theater Review** (5 per student. Ex. 30 students = 150 copies...) (Great opportunity to use the clean reverse side of recycled computer paper ☺)
- Optional: camera and/or video camera to record script

BACKGROUND:

While there were many kingdoms over the course of history on the Korean peninsula, in reality there were only three continuous unifications of this territory. These three unifications of the peninsula were Unified Silla, Koryō, and Chosŏn. Each period contained significant developments. **Unified Silla** (665-935 CE) saw the introduction of Buddhism and the first time that the Korean peninsula had been unified. **Koryō** (918-1392) saw a growth in Buddhism and the Korean creation of the world's first movable metal type. **Chosŏn** (1392-1897) saw a growth

in Confucianism and the invention of Han'gŭl (the Korean alphabet) by the Great King Sejong. These are just the highlights of the many contributions that the three Korean dynasties of Unified Silla, Koryŏ, and Chosŏn made to civilization.

Koryŏ certainly was not the first nation on the Korean peninsula to have international exchanges, nor was it the last. In the time of Baekje, which was a kingdom (located in the Southwest part of the Korean peninsula, pre-dating Unified Silla, and which later became absorbed by Unified Silla), many exchanges were made with Japan, with Baekje giving Japan iron-making knowledge and also Buddhist religious sculptures. Also, more evidence of international trade is contained in the Korea Society's significant curriculum guide that chronicles the exchanges that took place between Silla Korea and the Silk Road. This lesson plan, *Koryŏ's International Trade* may be a useful follow-up lesson to lessons learned from the Korea Society's *Silla Korea and the Silk Road: Golden Age, Golden Threads*, because chronologically, Koryŏ is the dynasty that succeeds Silla. After the time of Koryŏ, international trade continued when the Chosŏn dynasty contributed silver to China, to aid the Chinese use of silver as currency. Korea is still a major player in the world economy today, with internationally known companies such as Samsung, LG, Hyundai, and POSCO known around the world.

This lesson focuses specifically on Koryŏ's exchanges with five international trade partners: the Song, the Liao, the Jurchen, Japan, and the Abbasid Caliphate. In examining this period of Koryŏ and others throughout Korean history, it becomes obvious that the derogatory nickname of "hermit kingdom" that had been assigned to Korea is a misnomer. There is so much historical evidence for dynamic international trade throughout the majority of history on the Korean peninsula.

PROCEDURE:

Day 1

1. **Motivation:** Teacher asks students what they know can be bought from different countries today. Have them check the tag on their book bag, notebook, or sweatshirt to see where those items came from. Once a small list is generated and written on the board, mention that it's possible, at home, in front of your computer, to buy goods from most of the countries in the world, through the Internet. Today, there are only a few countries that the United States does not allow trade with. Mention that a long time ago, travel around the world took a lot longer, and, back then, not every country traded with every other country. Usually a country had a few certain trading partners. Today we're going to learn about trade a long time ago, in the second dynasty of Korea, which was called Koryŏ. (5 minutes)
2. Teacher shows students large world map, an Asian continent map, and a contemporary East Asian map. Engage students in geography identification activities. (5 minutes)
 - Ask a student to come up to the board and identify where Asia is by starring it on *Image 1: World Map*.
 - Ask a student to identify where Korea is today by circling it on *Image 2: Asian Continent Map*. Project *Image 3: East Asia*. Teacher explains to students that the next image to be projected is going to be the same region as what they see in this image. Teacher reads the names of countries that exist on and around the Korean peninsula today, including South Korea, North Korea, China, Russia, and Japan, and circles these names as he/she reads

them, to draw students' attention to their respective locations.

3. Project *Handout 1: Map of Koryŏ's Exports and Imports* onto the board. Ask questions that reinforce what map keys are, and apply this knowledge to our context. Students learn the vocabulary words *import* and *export*. (5 minutes)

- Teacher asks, "Who remembers what a map key tells us?" The correct answer is, "A map key shows a picture which is a symbol that stands for information, like a code."
- Teacher asks, "What types of information can we read on the map key and this map?" The answer is that this map key and map work together to show us both the direction of goods traded, as well as actual trade routes. Goods exported from Koryŏ to other nations are shown in red lines with arrows pointing away from the Korean peninsula, whereas goods imported from other nations into Koryŏ were green and had arrows facing the Korean peninsula. Also, the actual water routes that were used are depicted in yellow. So the map shows both the flow of specific goods traded internationally, as well as the water routes used.
- Students learn the vocabulary words *import* and *export*. These two words were used in context just moments before, making this a good opportunity for the teacher to do a formative assessment on whether students understand them. If no students are able to define these terms, the teacher will explicitly define *exports* as goods that a country makes to sell/trade with other countries, whereas *imports* are goods that a country buys from foreign nations, bringing them into their country.

4. Distribute *Handout 1: Map of Koryŏ's Exports and Imports* and *Handout 2: Table of Koryŏ's Exports and Imports*. Teacher reminds students that in looking at history, it is often wise to use more than one source of information. Teacher explains that one source is from a book and the other is from Wikipedia. (5 minutes)

- Teacher reminds students that sometimes due to translation, names are spelled or written differently in various sources, but mean the same thing (ex. 1: Sung and Song, ex. 2: Arabian merchants and the Abbasid Caliphate)
- Teacher explains that many goods on both lists overlap, but there are some goods that are listed on only one list and not the other. This is a great example of how different historical sources often have slightly (or more than slightly) different information and/or perspectives.
- Teacher models charting list of Song imports to Koryŏ, listing all the goods from both *Handout 1* and *Handout 2*. If there are students who need more concept reinforcement about how to use a map key, or who are ELL's, teacher can model through a think aloud, "Ok, so we know that we are looking for imports from Song to Koryŏ. Let's see, here's the Song dynasty (points to map). Which route goes from Song to Koryŏ? Student answers, "the green line." Teacher replies, "Good, right, the green line. We also know that because the arrow is pointing towards the Korean peninsula. Why are these called imports, again?" Correct student answer is: "Because these are goods that will be brought into Koryŏ."
- Teacher says, "You may even want to keep track of which goods were on both lists by making your own code for that. If you notice that you saw a trade good on both lists, you can underline it, draw a star, make some mark to remind yourself that both sources included this trade good as an export or import."

5. Students complete *Handout 3: Summary of Koryŏ's Exports and Imports*. (10 minutes)
 - Part 1 of *Handout 3* is definitions for the vocabulary words *Import* and *Export*.
 - Part 2 of *Handout 3* records students' analysis of map information from *Handout 1* with the table analysis from *Handout 2*, as described in Step 4. Students chart exported and imported goods that Koryŏ and its trading partner nations exchanged.
6. Whole class quickly reviews correct answers, and table partners correct each others' work. (5 minutes)
7. Teacher projects pictures of the Byŏkrando Port and geographical location of Gaegyŏng (Koryŏ's Capital) (2 minutes)
 - Teacher explains that the first picture represents the trading port of Byŏkrando and the second image represents Gaegyŏng, which was Koryŏ's capital. It's located in present-day North Korea.
 - Teacher says, "the characters, props, and scenery that you see in the Byŏkrando Port may inspire part of your homework, so observe as many details as you can."
8. Teacher explains homework. Homework consists of students imagining themselves as an exporter or importer during the time of Koryŏ. Each student receives a specific role, which will have future implication for collaborative group work. (3 minutes)
 - Teacher says, "Your homework will be to imagine yourself as a character that was trading goods back in the time of Koryŏ. Imagine life then, with your five senses, as if you lived back then; also, include what you learned today about what was traded in Koryŏ. Time travel in your imagination to that time and place."
 - "Remember that good writers use their five senses to describe not just what their character is thinking, but also what they are experiencing. We will be doing a really cool activity tomorrow with these entries that I think you will really like."
9. Distribute random drawing character assignment cards to each student and *Handout 4: Journal Entry: Imagining Life as a Trader During Koryŏ*. (5 minutes)
 - Emphasize that students have to write down their character assignment, so that the activity tomorrow works. Demonstrate on overhead and tell students where they are going to write their character assignment (the top line that says *character*). Students then record who their character will be on the top line of *Handout 4: Journal Entry*, which is their homework.
 - Teacher calls out names of groups and instructs students to raise their hands, for example, "Raise your hand if your character assignment says "Song" on it" to quickly record the groups, to facilitate group work lists for tomorrow.

Day 2

1. Teacher explains context of class, of which there will be 2 main parts. (5 minutes)
 - Teacher sets the overview for the class: "First we will be listening to journal entries that you did for homework in groups. Next we will be doing an exciting group project that I think you all are going to enjoy."
 - Teacher explains the protocol for group work listening. "We will be following a listening

protocol today. A protocol is a way of doing something that may not be familiar to you. In this protocol, we are going to just listen to each group member and save feedback for the end. If it is your turn, first you introduce yourself and identify whether you are an importer or exporter. Then read your passage. At the end of your passage, the next person goes. Instead of discussing that person's entry right then, save comments until the end."

- "We will only be devoting 20 minutes to this activity, so make sure that you follow the protocol of listening to all group members' journal entries first. If you have time before the timer goes off, and you have heard everyone's entry, then feel free to discuss. In the meantime, you can show members that you like their work by giving them one or two thumbs-up."
- Teacher assigns tables as Song, Liao, Jurchen, Japan, and Abbasids. Teacher clarifies for students that at the Song table, for example, that both Song importers and Koryō traders that were involved in exporting to Song will participate.
- Teacher instructs students to move into their groups, using group lists if necessary.

2. Listening to Journal Entries (20 minutes)

- Students listen to peers' journal entries in groups.
- If the group finishes early, they may go ahead and discuss things they liked from the entries.

3. Teacher delivers mini-lesson to students about collaborating to write a script together, including starting with brainstorming. The teacher also explains grading according to a rubric, and strategies that students can use to accomplish required elements. (8 minutes)

- Teacher introduces the project: "Now each group is going to be responsible to create a skit, or a short play, about trade between Koryō and the five other nations. You will have about 10 minutes of brainstorming time today and an additional two classes to get everything together for your performance."
- "I will be assessing you during your performance, but the more exciting thing is, so will your peers. Teacher shows students a theater review from *The New York Times Arts Section* [can you give one example link?](#), and says, "You guys in the audience will be doing the theater reviews. Sometimes theater reviews in the paper are nice and other times they can be really brutal. And sometimes you wonder if the reviewer just had a different opinion than you may have."
- "So that our reviews of your performance are fair, each group is going to get a list of the criteria that is expected of each performance."
- Project *Handout 7: Theater Review* on the board. This is the form that you are going to get reviewed on. There's a history component and a drama component.
- Teacher points to history rubric and says, "For the history component, you are scored on how many goods for export and import you include. To get maximum credit (a "4") you will need to include at least 4 exports and imports total. You could have two exports and two imports, or three exports and one import, depending on your skit, but each side at least has to have one good for trade."
- Teacher points to drama rubric and says, "For the drama component, you're going to be scored on whether you include the four points of character, props, setting, and humor. Do you make your characters show the audience some personality and emotion through

their physical actions and their speech? Do have a character mention the setting, or the place that the play is taking place in? Do you have a simple prop, such as tin foil to represent silver, to bring your play alive? Do you put some humor in your play, so that your audience is entertained?"

- "Also, we are not spending a lot of time on building the set for the drama part of this skit. So it's fine if your props are kind of funny... you're not being graded on whether they look real. They're not supposed to look like you bought them in a store or spent 3 months making them. The audience is also going to have to participate by using their imaginations about props and setting. For the setting, you will just be mentioning that verbally, too, out loud, and maybe pointing."
- Teacher asks students if they have any questions.
- Teacher suggests that they start today by writing actors' names and listing what 4 items of trade they will be exchanging on *Handout 5: Skit Brainstorming*.

4. Students begin brainstorming. (10 minutes)

5. Closing class (2 minutes)

- Compliment students on brainstorming well.
- Journal entries in individual student folders
- Teacher collects *Handout 5: Skit Brainstorming* sheet to redistribute tomorrow.

Day 3

1. Teacher reminds students to use *Handout 5: Skit Brainstorming* as a guide for *Handout 6: Skit of Trade Between Koryō and Trade Partners*. (5 minutes)
2. Students work in groups to complete script and practice it. (35 minutes)
3. Teacher reminds students that if they want to bring in props that tonight is a good night to look for them. (5 minutes)

Day 4

1. Students work in groups to revise skits as needed, rehearse, and make simple props. (45 minutes)
2. Teacher cycles through groups to provide individualized attention, guidance, and differentiation to the script writing, revising, and performance processes. (45 minutes)

Day 5 (60-90 minute period)

1. Each group of students performs historical fiction-based skits for class.
2. After each performance, peers who are the participatory audience use *Handout 7: Theater Review* to review actors' skits according to historical and dramatic criteria. Teacher models this using *Theater Review* form after the first group's performance.

ENRICHMENT:

These written assessments, along with a group photo of each actor group, would make a great bulletin. The written assessments could be converted into short journalism articles with a little bit of instruction. Students could publish these in newspaper format, with Internet newspaper formatting aids such as those found on <http://newspapertemplate.net/>

ASSESSMENT:

During the skit performances, observing students in the audience will rate the actors based on two different criteria. These two different criteria are related back to the two disciplines that define this unit: history and writer's theater.

Standard	4	3	2	1
Historical Accuracy related to Koryŏ's Exports and Imports	Students include 4 or more correct exports and imports of Koryŏ	Students include 3 correct exports and imports of Koryŏ	Students include 2 correct exports and imports of Koryŏ	Students include 1 or fewer correct exports/imports of Koryŏ
Use of dramatic elements character, props, setting, and humor	Students apply all 4 dramatic elements to their skit: character, props, setting, and humor	Students apply 3 out of the 4 following dramatic elements to their skit: character, props, setting, humor	Students apply 2 out of the 4 following dramatic elements to their skit: character, setting, props, humor	Students apply 1 or fewer dramatic elements to their skit: character, props, setting, humor

RESOURCES:

The Association of Korean History Teachers. *A Korean History for International*

Readers: What do Koreans Talk About Their Own History and Culture? Seoul:

Humanist Publishing Group Inc., 2010.

Kang, Eung-cheon, Senior Editor. *Koryeo Dynasty: A Journey Into the Noble Tradition*

of Korea. Gyeonggido: Sakyejul Publishing Ltd. & The Special Committee for

the Virtual Museum of Korea, 2005.

Nickens, Rabin. *The Playmaking Way: Using Dramatic Arts to Support Young Readers and Writers*. New York: Third Power Publishing, 2009.

<http://en.wikipedia.org/wiki/Goryeo>

http://en.wikipedia.org/wiki/Joseon_Dynasty

http://en.wikipedia.org/wiki/Unified_Silla

<http://www.yourchildlearns.com/megamaps.htm>

<http://www.yourchildlearns.com/megamaps/print-asia-maps.html>

http://catalog.flatworldknowledge.com/bookhub/reader/2657?e=berglee_1.0-ch10

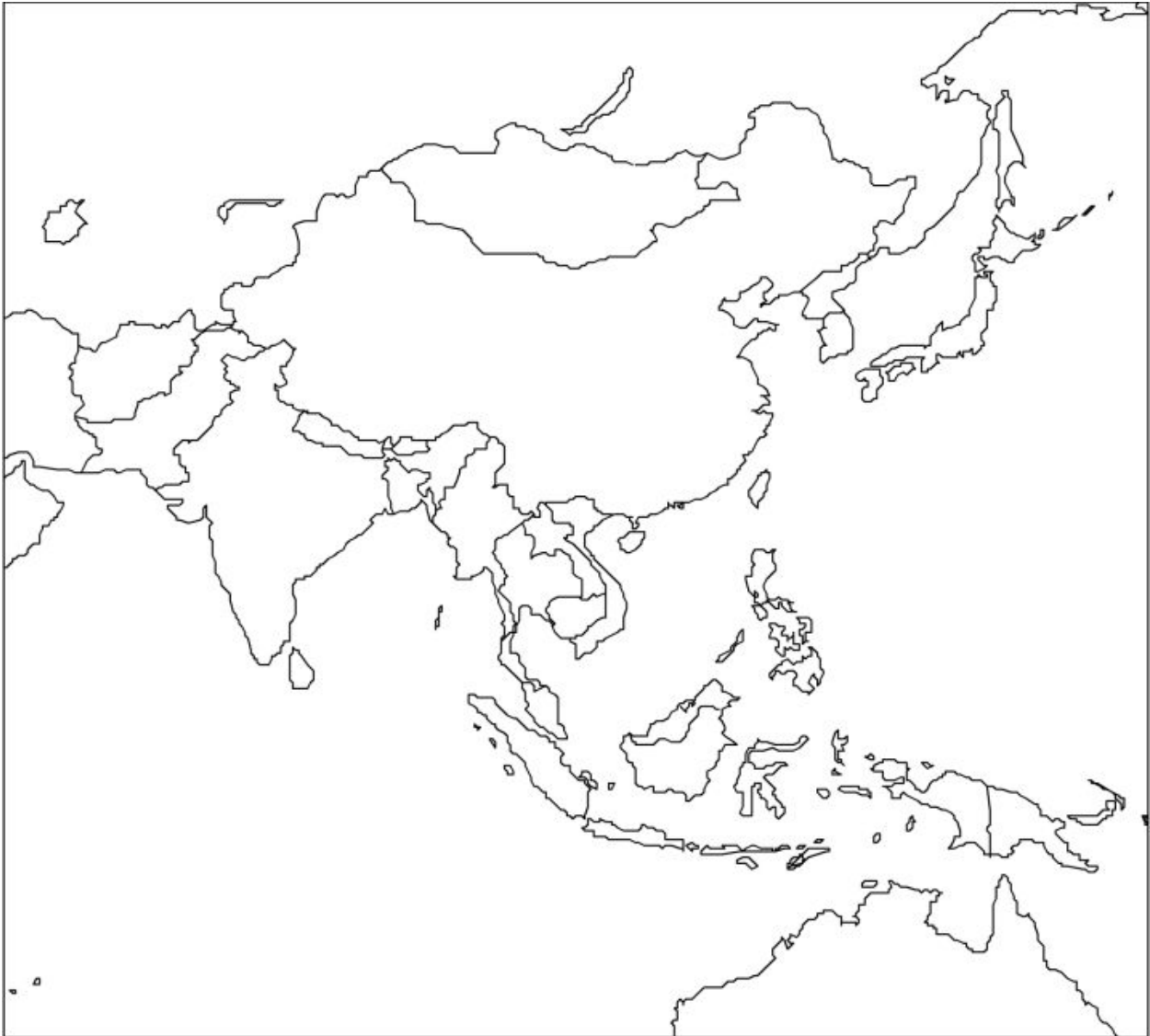
IMAGES TO PROJECT ON BOARD

IMAGE 1: WORLD MAP



Source: <http://www.yourchildlearns.com/megamaps.htm>

IMAGE 2: ASIAN CONTINENT MAP



Source: <http://www.yourchildlearns.com/megamaps/print-asia-maps.html>

IMAGE 3: MAP OF EAST ASIA TODAY



Source: http://catalog.flatworldknowledge.com/bookhub/reader/2657?e=berglee_1.0-ch10

IMAGE 4: BYŎKRANDO PORT

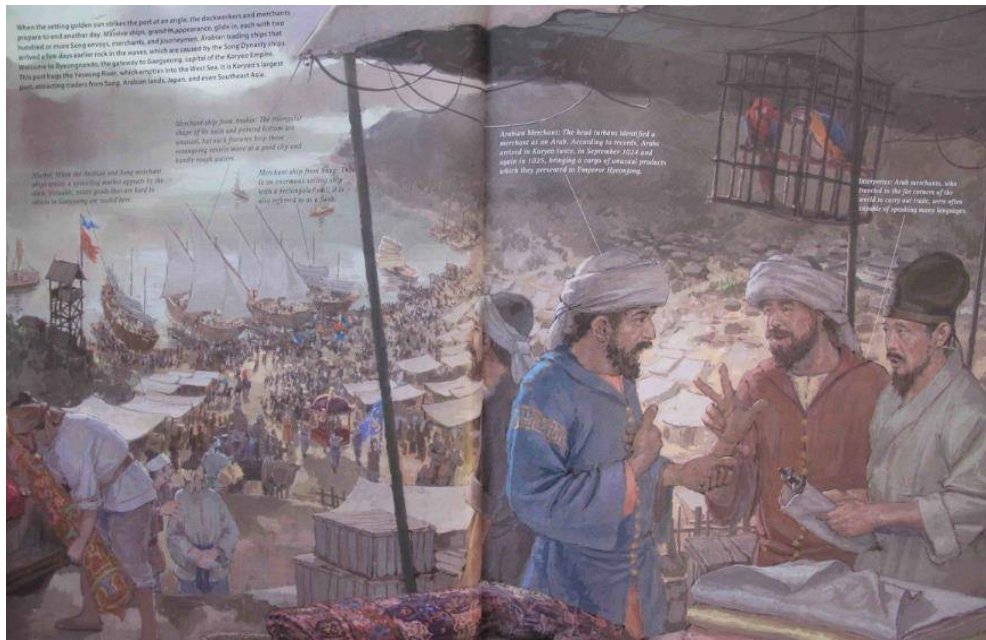
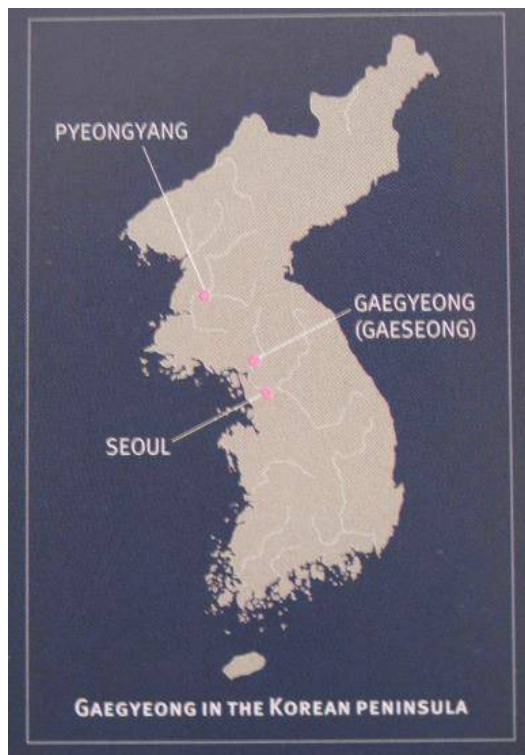
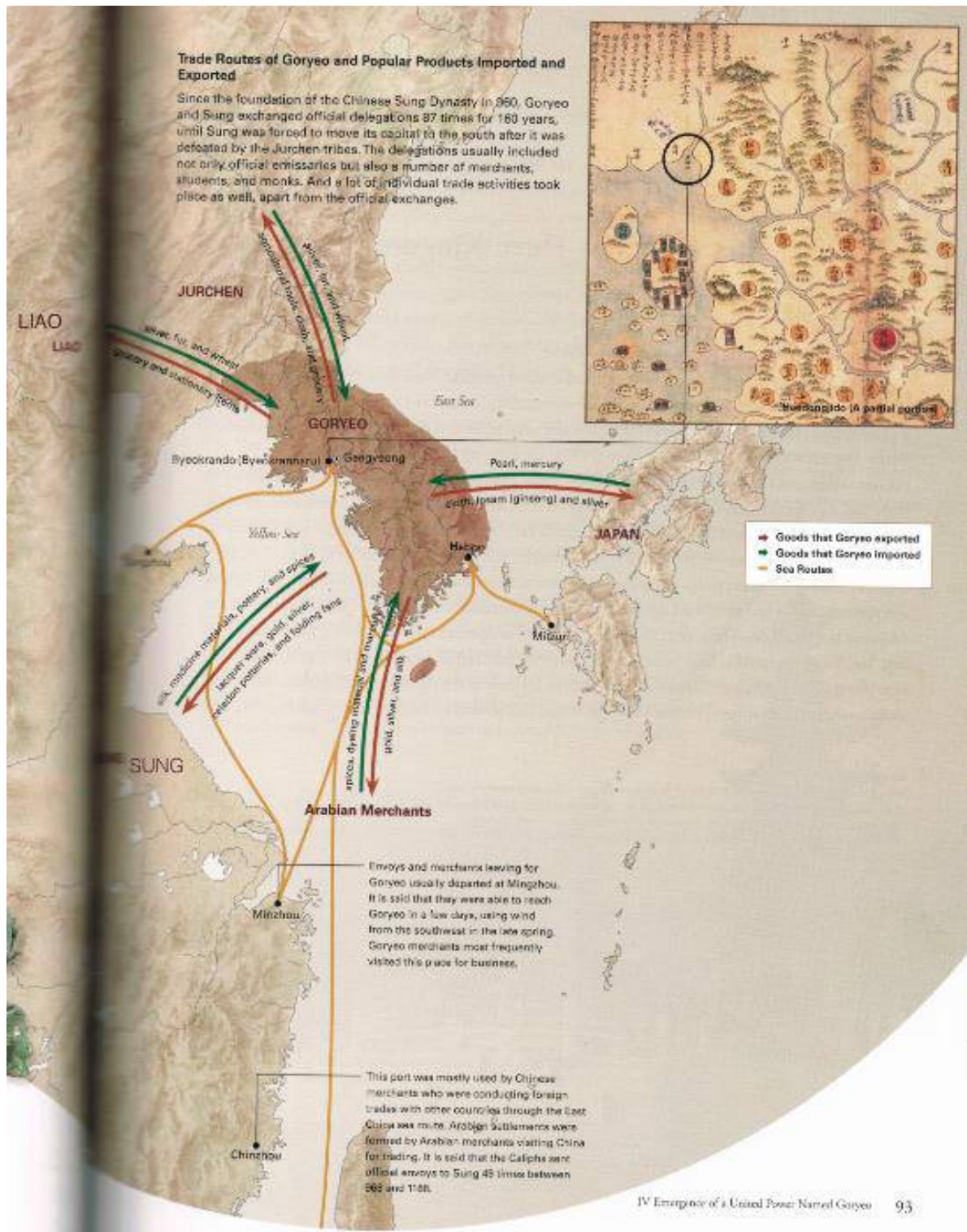


IMAGE 5: MAP OF GAEGYŎNG, KORYŎ'S CAPITAL



Source: *Koryeo Dynasty: A Journey Into the Noble Tradition of Korea* (pages 23-25)

HANDOUT 1: MAP OF KORYŌ'S EXPORTS AND IMPORTS



Source: *A Korean History for International Readers: What do Koreans Talk About Their Own History and Culture?*

HANDOUT 2: TABLE OF KORYŎ'S EXPORTS AND IMPORTS

KORYŎ'S COMMERCE

In the Koryŏ dynasty, trade was frequent. In the start of the dynasty, Byŏkrando was the main port. Byŏkrando was a port close to the Koryŏ capital. Trade included:

Trading Country	Import	Export
Song dynasty	Silk, pearls, tea, spice, medicine, books, instruments	Gold and silver, ginseng, marble, paper, ink
Liao dynasty	Horses, sheep, low-quality silk	Minerals, cotton, marble, ink and paper, ginseng
Jurchen	Gold, horses, weapons	Silver, cotton, ink
Japan	Mercury, minerals	Ginseng, books
Abbasid dynasty	Mercury, spices, ink	Gold, silver

Source: Wikipedia: Goryeo (Section 3.1) <http://en.wikipedia.org/wiki/Goryeo>

HANDOUT 3: SUMMARY OF KORYŌ'S EXPORTS AND IMPORTS

Name _____

Date _____

PART 1: VOCABULARY

Export _____

Import _____

PART 2: KORYŌ'S EXPORTS AND IMPORTS

Directions: Combine two sources of *Handout 1* and *Handout 2* to record Koryŏ's exports and imports.

KORYŌ'S EXPORTS

KORYŌ EXPORTS TO SONG	KORYŌ EXPORTS TO LIAO	KORYŌ EXPORTS TO JURCHEN	KORYŌ EXPORTS TO JAPAN	KORYŌ EXPORTS TO ABBASIDS

KORYŌ'S IMPORTS

KORYŌ IMPORTS FROM SONG	KORYŌ IMPORTS FROM LIAO	KORYŌ EXPORTS TO JURCHEN	KORYŌ EXPORTS TO JAPAN	KORYŌ EXPORTS TO ABBASIDS

RANDOM DRAWING

Note to Teachers:

These cards are just to facilitate doing a random drawing so that you can quickly assign your students a character to identify with. Each student will first use this character to create a journal entry, imagining himself/herself in a role as either an exporter from Koryŏ or as an importer from one of the five major trading partners of the Sung, Liao, Jurchen, Japan, or the Abbasid caliphate. After creating the journal entry, students collaborate to create a 5-minute dramatic skit of their trade interaction at the Byeokrando trading port with peers.

Cut up these cards for a class of up to 40 students. If you have 30 students or fewer, you will not need to include the last column of cards. Put approximately an equal number of *Exports* cards and *Imports* cards in a hat. Each student picks a card and writes their character down on the top line of their Handout 5: Journal Entry homework on the line for “Character.” On day 2, students will be grouped in 5 groups: Song, Liao, Jurchen, Japan, or Abbasid, to share their journal entries and then collaboratively work to create a brief skit.

KORYŎ EXPORTS

Koryŏ exporter to Song	Koryŏ exporter to Song	Koryŏ exporter to Song	Koryŏ exporter to Song
Koryŏ exporter to Liao	Koryŏ exporter to Liao	Koryŏ exporter to Liao	Koryŏ exporter to Liao
Koryŏ exporter to Jurchen	Koryŏ exporter to Jurchen	Koryŏ exporter to Jurchen	Koryŏ exporter to Jurchen
Koryŏ exporter to Japan	Koryŏ exporter to Japan	Koryŏ exporter to Japan	Koryŏ exporter to Japan
Koryŏ exporter to Abbasid caliphate	Koryŏ exporter to Abbasid caliphate	Koryŏ exporter to Abbasid caliphate	Koryŏ exporter to Abbasid caliphate

KORYŎ IMPORTS

Song importer to Koryŏ	Song importer to Koryŏ	Song importer to Koryŏ	Song importer to Koryŏ
Liao importer to Koryŏ	Liao importer to Koryŏ	Liao importer to Koryŏ	Liao importer to Koryŏ
Jurchen importer to Koryŏ	Jurchen importer to Koryŏ	Jurchen importer to Koryŏ	Jurchen importer to Koryŏ
Japanese importer to Koryŏ	Japanese importer to Koryŏ	Japanese importer to Koryŏ	Japanese importer to Koryŏ

Koryō	Koryō	Koryō	Koryō
Abbasid importer to Koryō	Abbasid importer to Koryō	Abbasid importer to Koryō	Abbasid importer to Koryō

HANDOUT 4: JOURNAL ENTRY

IMAGINING LIFE AS A TRADER DURING KORYŌ

Name

Date

Character: _____

I am _____

I see _____

I hear _____

I smell _____

I have/brought _____

I feel _____

I'm looking for _____

I wonder if _____

HANDOUT 5: SKIT BRAINSTORMING: KORYŎ AND _____

(write country here)

Write the list of your actors in the Exporters and Importer boxes below.

ACTORS: KORYŎ EXPORTERS	ACTORS: IMPORTERS

Use the graphic organizer below to jot down ideas you have for your skit, and also to make sure that you fulfill both the historical and dramatic criteria.

Use of at least 4 goods that were imported and exported between Koryŏ and their trade partners	Koryŏ Exports: Imports:
Characters with distinct personalities	
Simple use of props	
Mention the setting through dialogue and	

HANDOUT 7: THEATER REVIEW

Reviewer's Name:

Actor Group Reviewed (Circle One): Song Liao Jurchen Japan Abbasid

Instructions: Circle what you saw in the skit regarding historical accuracy and dramatic creativity, on the table below.

Standard	4	3	2	1
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Use of dramatic elements character, setting, props, humor	Students apply 4 or more dramatic elements to their skit: character, setting, props, and humor	Students apply 3 out of the 4 following dramatic elements to their skit: character, setting, props, humor	Students apply 2 out of the 4 following dramatic elements to their skit: character, setting, props, humor	Students apply 1 or less dramatic elements to their skit: character, setting, props, humor

Compliments for the Actors:

1.

2.
