

Making the Cell: Scene 1

Prologue

“What’s up Ya’ll, this is rapper, actor, producer, dancer, clothing designer and fragrance maker, ... hold up a minute (huffs and puffs to catch breath), D-Piddy coming at you with my new season of “Making The Cell”. As you may recall, last season we got things crackin’ with our nation-wide search for organelles who thought they could handle the rigors and pressures of out-performing tens of thousands of entertainers and becoming one of five to finally make the cell. We went from days of auditions in New York, Atlanta, Chicago, Los Angeles, Miami, Philadelphia and St. Louis. The road was rough, but, we finally found 5 differentiated structures within a cell that we are giving the opportunity to prove to us that they can function not only with each other, but with me, Cy Robinson (my manager), Wally Cellulose, who used to be my butler and will act as their manager and a number of guest celebrities from the industry that will help with their records.”

Piddy: What’s up? Y’all have a restful time off.

Go-Go: Big up!!! Big up!!!

Mitchi: It was all good.

C-Dubb: Chillin’.

Ry-Ry: It was aight!!! I’m ready to get to work though.

E-Rob: Yeah, it was straight.

L-Boog: I felt like a celebrity!!!

Piddy: Like a celebrity? But you ain’t did nothing yet!!! Some of y’all think this is easy, like a ride in the park. Are you ready to do what it takes to make this thing work?

(Quietness falls across the room. Cy interrupts the uncomfortable silence.)

Cy: Look, we are just trying to let you know that this ain’t easy. The easiest part for you was getting here. We can find dozens of you out in them streets. Anyone can be a copycat. The question is can you perform as a group? You know: work together through tough times; make sacrifices so that we can all succeed and keep working?

Piddy: Mitchi, you ready to take that energy that you invest in your husband and children and transform into something that we can use as a group?

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Mitchi: Yeah. I mean, I knew what I was committing to when I tried out. I'm sayin'... I'm a miss em' but it's gonna eventually put me in a better situation to provide for them.

Piddy: Go-Go, you straight with your probation officer?

Go-Go: Ah sey one. Me not At' Steppa no mo' far as dey know. Me jus' package materials for de good now.

Piddy: (*Feeling that the group is a little arrogant*) Aaight. It' time to get to work. Y'all will be moving into my house this evening and my man Wally will be moving in to. He is gonna be around to make sure things are shaping up like they should be. It's not that I don't trust y'all or nothing, but I got some nice @*###! And I want to keep it nice and make sure my house is running like it should. But first, I think I want a piece of Junior's cheesecake. Walk to Brooklyn and get me a piece.

Making the Cell: Scene 2

Prologue

“Yo, we’re back for scene two of making the cell. Getting signed to a record label takes years of hard work and dedication. I think the members have been too “lax” while they have been off. I thought it would be a good idea if they went through a little something before becoming a part of my house. I’m having the group read Russell Sisomso’s 256 pg. biography outside in the street in front of my house. They also spent some time washing cars for free and helping prepare dinner for a local homeless shelter. Then I wanted them to recite famed hip-hop pioneer song “Mendel’s Delight”. Everyone knew it... except for Mitchi.

Piddy: You trying to tell me that you want to be a part of this group and you don’t know “Mendel’s Delight”?!!!

Mitchi: I’m a singer, I’m not a rapper!!! I don’t know this stuff. Why I gotta know this anyway?

Piddy: (*Offended*) Yo, this is insulting!!! When I come back, everybody better know every verse of this song. How you gonna be a group and work together and let somebody in your group not know something that everybody needs to know. I don’t care if you stand out here all night; you ain’t coming in until everybody knows everything. (Piddy leaves and the group starts to discuss their problem.)

L-Boog: Man, I can’t believe her. She don’t know “Mendel’s Delight”?!!! Why she even here if she don’t want to rap?

Mitchi: Because I’m a singer, and you need a strong singer for the hooks.

L-Boog: But I’m sayin’ though, everybody knows “Mendel’s Delight”; even my 3 year old nephew knows it. (*Laughing at Mitchi.*)

Mitchi: Look man, this gettin’ on my nerves. I’m ready to go home already. I don’t see why it matters that I don’t know this. Piddy chose me cause I can sing. I just wanna sing.

C-Dubb: Nah, Homey. Yo, stay sis!!! I feel that you are just as valuable as the rest of the group. I welcome you to be a part of us.

Ry-Ry: Look yo; Piddy gave us these instructions on what he wanted us to do, so we gotta just do it. It don’t matter how much we complain, at the end of the night, if we don’t know it we ain’t going nowhere.

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L-Boog: *(Becoming more confrontational)* I'm just saying though. I knew when I first saw you that you thought you were different, thinking you to good to be with us. I know you heard what people say about you wanting to be a solo artist.

Mitchi: Where you get that from? I never said that. *(Being dismissive)* Whatever!!! Piddy thought I was good enough to be here and he makes all the decisions. I don't have to listen to what none of y'all got to say.

E-Rob: Come on y'all chill. Y'all just need to come over here by me and get this thing together. We don't know when Piddy's coming back and I ain't trying to get sent home. Bottom line is, if Piddy tell me to walk out in these streets "booty butt nekked" I'm gonna do it 'cause that's what it takes to make it.

Go-Go: Tru-dat!!! Coo yah man!!! Come on over 'ere and les put dis ting togedda so we be ready when I return.

(Each person now decides that if they are going to be viable as a group, they definitely need to work together to perform for Piddy. After a few hours of rehearsing several times, they finally get it together. When Piddy returns they perform for him and they finally appear to understand what it takes to work as a single unit. Piddy is very pleased with their progress; he finally gives them all their keys to the house.)

Making the Cell: Scene 3

Prologue

*'Ey what's splittin'?' In all my experience as a producer and artist, I have always taken at least a year to make sure that I fine tune my albums. I have decided to put the heat on. I'm only giving the group 6 weeks!!! This is sure to add some additional stress to the situation, you know, "flames to the fire". I thought about it and said to myself "Self, how are you gonna see who can stand the pressure of the business, It's time to step it up" 'Cause dis is **Bay-Boy** baby. That's right.*

L-Boog: Man, all y'all dirty!!! All y'all do is lay around and eat. I'm the only one that ever cleans up anything.

Go-Go: Whateva, man!!! I work all dey around here tryin' to put dis ting togedda, so don't cha talk et me 'bout cleanin'.

C-Dubb: Yo, we should have a party dog. I can find some girls and let them come in.

Mitchi: You're so immature. Y'all can't have no party here. Diddy runs this. You can't decide that you just gonna let those young girls come up in here. Plus, I ain't here to party. This is a job, I'm here to work. Man, kids get on my nerves. I'm gonna go call my own kids Akon, Tanquery, and Prada.

Wally: Look y'all. We need to get it together. Y'all need to practice what your supposed to do so that whenever Piddy comes up in here y'all looking straight. I mean he had me move in here to make sure that I help get y'all in performance shape. Y'all to concerned with other things, like you already stars. Y'all ain't even got a single yet, let alone enough for an album.

(Piddy and Cy come in for an unannounced visit. Everyone's quiet.)

Piddy: What's up? How many songs y'all got?

(No one replies)

Piddy: Dubb, you got some songs done?

C-Dubb: Almost. I got a couple a bars.

Piddy: A couple bars huh? What you got Ry?

Ry-Ry: I got three finished and two half way done?

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Piddy: For real?!! That's what's poppin'. Why Ry the only that's been building songs?

(Nobody responds. Silence fills the room again. Cy leans over and whispers something to Piddy.)

Piddy: Aaight. Since y'all ain't taking this seriously, pack yo bags and get out. It's over. Go home!!

(Tune in for Season Two to find out what happens.)

Making the Cell: Self/Peer Evaluation Sheet

Scene 1				
<i>Group Member Name</i> <small>(Place a * by your own name)</small>	<i>IT</i>	<i>AC</i>	<i>CTM</i>	<i>Total</i>
Scene 2				
<i>Group Member Name</i> <small>(Place a * by your own name)</small>	<i>IT</i>	<i>AC</i>	<i>CTM</i>	<i>Total</i>
Scene 3				
<i>Group Member Name</i> <small>(Place a * by your own name)</small>	<i>IT</i>	<i>AC</i>	<i>CTM</i>	<i>Total</i>

Evaluating Criteria

Interactions with Teammates (IT):

- * Respectful of all opinions
- * Listens actively to others' ideas
- * Stays on tasks, aids in clarifying issues

Accountability (AC):

- * Actively participates in group learning
- * Shares responsibility with team members
- * Self-directed learner

Contributing Team Member (CTM):

- * Contributes valuable insights in clear concise manner in group learning
- * Gathers relevant information
- * Utilizes credible references

- Score**
1. Never
 2. Seldom
 3. Sometimes
 4. Usually
 5. Always

Analysis Worksheet Rubric

Scene: _____

<i>What Do We Already Know?</i> <i>(Data)</i>	<i>What Do We Want to Know?</i> <i>(Questions)</i>
<i>What Do We Think We Know?</i> <i>(Hypotheses)</i>	<i>What Do We Need To Know?</i> <i>(Learning Issues)</i>

Making the Cell: Assignment Sheet 1

Make a board game

After we have identified and researched the learning issues in Scene 1, you will need to design a board game, which includes the functions of the different organelles and things that could possibly go wrong as a result of this organelle failing to work. Be creative!

Making A Game : CELL ORGANELLES

Student Name: _____

CATEGORY	4	3	2	1
Accuracy of Content	All information cards made for the game are correct.	All but one of the information cards made for the game are correct.	All but two of the information cards made for the game are correct.	Several information cards made for the game are not accurate.
Cooperative work	The group worked well together with all members contributing significant amounts of quality work.	The group generally worked well together with all members contributing some quality work.	The group worked fairly well together with all members contributing some work.	The group often did not work well together and the game appeared to be the work of only 1-2 students in the group.
Knowledge Gained	All students in group could easily and correctly state several facts about the topic used for the game without looking at the game.	All students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Most students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.	Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game.
Rules	Rules were written clearly enough that all could easily participate.	Rules were written, but one part of the game needed slightly more explanation.	Rules were written, but people had some difficulty figuring out the game.	The rules were not written.
Creativity	The group put a lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board.	The group put some thought into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters.	The group tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game.	Little thought was put into making the game interesting or fun.

Making the Cell: Assignment Sheet 2

Create a song “16 bars”

Now that we have completed Scene 2 and identified/researched the learning issues, you will need to use your newly acquired information on organelles to write an original rap-song. You will be accountable for including specific information on organelles and their functions in your songs.

Oral Presentation Rubric : "16 BARS" MAKING THE CELL

Teacher Name: **Mr. Harris**

Student Name: _____

CATEGORY	4	3	2	1
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.

Making the Cell: Assignment Sheet 3

Create a poster or brochure

After Wally speaks in Scene 3, you will need to create a poster advertising the new group or create a public awareness brochure on different cell organelles that will be either passed out or placed on walls throughout the school to announce your new CD release date.

Making A Poster : Making The Cell

Student Name: _____

CATEGORY	4	3	2	1
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Graphics - Originality	Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.

Making A Brochure : PUBLIC AWARENESS "MAKING THE CELL"

Student Name: _____

CATEGORY	4	3	2	1
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Writing - Grammar	There are no grammatical errors in the brochure.	There are no grammatical errors in the brochure after feedback from an adult.	There are 1-2 grammatical errors in the brochure even after feedback from an adult.	There are several grammatical errors in the brochure even after feedback from an adult.
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.