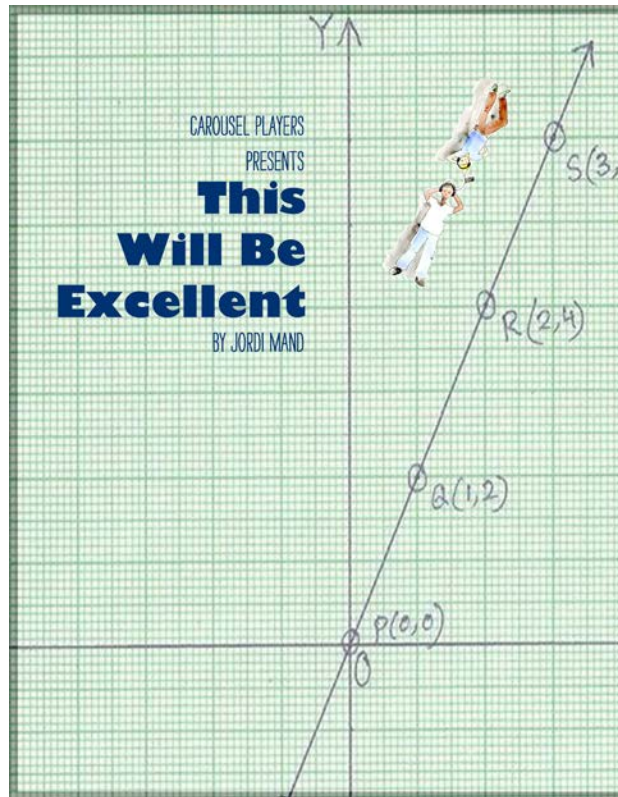


Carousel Players

... THEATRE YOU NEVER OUTGROW ...



School Study Guide

Developed by Phoenix Aversa, Iain Beaumont, Nicole Chirichella, Sarah Gilpin, Lena Hall, Kelli Sitarski
Supervised by Jenna Thompson, Brock University Faculty of Teacher Education

Themes & Curriculum Connections:

Leadership, Friendship, Responsibility, Philanthropy, Creativity, Music, Math, English Language.

Study Guide and Teacher's Resources Pack available for download at carouselplayers.com

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Study Guide Printing



About Carousel Players

Our Company

Carousel Players is an award-winning professional theatre for young audiences committed to the development of new work and the production of theatre that entertains and challenges our audiences. We present inspiring and creative plays for children aged 5 to 15 in schools, theatres, and other venues.

At Carousel Players, we believe live theatre develops artistic awareness, learning skills and a sense of well-being in children. We ensure that our performances, summer theatre camps and classroom programs are affordable for all children regardless of their socio-economic status or situation.

46 Years of Theatre in Schools

Carousel Players was founded in 1972 by the late Desmond Davis, a Professor of Drama at Brock University in St. Catharines. Carousel has had six other Artistic Directors since its inception: Duncan McGregor, Pierre Tetrault, Kim Selody, Pablo Felices-Luna, Jessica Carmichael, and Monica Dufault.

Every year, we visit dozens of school gyms and auditoriums, and over the decades, more than 2.8 million students, teachers, and families have seen our productions in Southern Ontario, across Canada, and beyond. We are committed to making our performances and educational programs accessible by families regardless of their socio-economic background, thanks to the support of our funders, sponsors, and individual donors.

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Learn more about us at
www.carouselplayers.com

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This Will Be Excellent

By Jordi Mand

Directed by Erin Brubacher

Dramaturgy by Jessica Carmichael

Set & Costumes Designed by Anahita Debonehie

Music Created and Performed by Diana C. Reyes

Stage Managed by Maureen Callaghan

Show Image Design by Shira Leuchter

The Cast

Daniel – Theo Gallaro

Izzy – Maddie Bautista

Linda (Daniel's Mother) – Nicole Joy-Fraser

Ms Arthur (School Principal) – Diana C. Reyes

Other Characters:

Justin – Grade 6 Student

Julia – Daniel's Younger Sister

Mrs. Collie – School Receptionist

Various Kids from School

About The Play

Daniel is having trouble both at school and at home. All he wants to do is escape into his own world with his friend Izzy and listen to the rapper Arrow. The adults in his life deliver an ultimatum. Will Daniel find a way to balance expectations and his own freedom?

About the Playwright

Jordi Mand is a Toronto-based playwright who has worked with some of Canada's most prominent theatre companies. Her first play, *Between the Sheets*, was produced by Nightwood Theatre in 2012 and has been produced nationally, internationally, and was published by Playwrights Canada Press. Her second play, *Caught*, was produced by Theatre Passe Muraille in 2016. She has been a Playwright-in-Residence with Theatre Passe Muraille, Carousel Players and Nightswimming Theatre. She is a past member of the Tarragon Theatre's Playwrights Unit and the Stratford Festival's Playwrights Retreat. 2018 will see the world premieres of her new plays *This Will Be Excellent* (Carousel Players) and *Brontë: The World Without* (Stratford Festival). She is a graduate of the National Theatre School of Canada's Acting Program.



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Developing a Character

Duration: This lesson should span three days; approximately 2 hours of activity material.

Connection to the Play: This activity focuses on character development, and shows students how they can create complex, believable characters who can interact with other characters. Written work and oral presentation/performance elements.

Day 1

Grades 4-6 - Creating a Complex Character

Preliminary Activity - 5-10 minutes

Start by asking the question “What makes a complex character?” Ask the students to popcorn their first ideas of who or what characteristics come to mind when asked this question.

You may choose to elaborate on the term ‘complex.’ Write the students’ ideas on the board.

Grades 7-8 - Creating an Antagonist

Preliminary Activity - 5-10 minutes

Start by asking the question “What makes an antagonist?” Ask the students to popcorn their first ideas of who or what characteristics come to mind.

You may choose to elaborate on the term ‘antagonist’: a person who actively opposes or is hostile to someone or something; an adversary; synonyms: adversary, opponent, enemy, foe, rival, competitor.

Write the students’ ideas on the board.

Then explore the questions “What makes a good antagonist?” and “What makes an antagonist interesting?”

Grades 4–8

Creating a Character or Antagonist - 20-30 minutes

Students should create a new ‘complex character’ or ‘antagonist’ profile by using the following prompts to create the basic details.

- Who are they? *Character’s Full Name and Reason or Meaning of Name*
- Nickname(s) or Alias(es) - **Optional**
- Reason for Nickname(s) or Alias(es) - **Optional**
- Describe their personality
- What is their purpose or goal?
- What do they want most?
- Distinguishing or Predominant Features
- What are their hobbies?
- How do they spend a rainy day?
- Are they adventurous/risky or cautious?
- Any additional information

See “A List of Character Traits” [handout](#)

Day 2**Writing and Performing a Character / Antagonist****Writing in Role - 20-30 minutes**

Students are encouraged to review their character chart from the previous day. Explain that in this activity the students will 'find their character's voice'. Ask students to free-write, writing continuous for the assigned period of time. The students are to write from their character's perspective (not as themselves) and are encouraged to write whatever comes to their character's mind, and follow their train of thought. You may add additional writing prompts on the white/black board for students who 'get stuck'. Writing prompts include:

- What is the most important childhood memory for you and why?
- How have you grown or changed?
- What are you excited about?
- What are you nervous about?
- Where do you see yourself in 5 years?

Assessment Tool in Teacher Package (Online)

Day 3**4. Bringing your Character to Life - 30-45 minutes**

The next day, students are to bring in props and costumes to dress as their character and bring them to life. Provide a scenario for the students, such as a party or banquet or fundraiser where all of the characters have gathered. Students must enter the classroom in role, and mingle with the other characters *in role*.

The students will mingle in role for a while, and eventually all sit down in a circle of chairs (preset). Each student will have a turn to introduce themselves in role, what their prop is (if they brought one), why it's important to them, and share two interesting facts about their character.

Understanding Relationships

Duration: Grades 4-6 – 40 minutes Grade 7-8 – 50 minutes

Connection to the Play: *This Will Be Excellent* follows the progression of Daniel and Izzy's friendship. This activity furthers students' understanding of friendship and character development through relationships.

Grades 4-6 - Four Dialogues

Students work in pairs to act out a short script.

1. Distribute the dialogue excerpts on the Understanding Relationships handout (see resources) to the students.
2. Students are assigned characters from the following character relationships to read a dialogue
 - a. Teacher and Student
 - b. Student and Principal
 - c. Parent and Child
 - d. Student and Student: best friends
 - e. Student and student: used to be best friends
3. Students switch characters to get a sense of being in the other character's shoes.
4. Students remain in the same pairs and with the same dialogue, but are given new characters from the list above.
5. Debrief: In a group or in a think-pair-share, consider the following questions with the students:
 - a. Which character did you like being? Why?
 - b. Did you find any character challenging to be? Why or why not?
 - c. How did you change your acting for each character?

Grades 7-8 - Character Relationships Circle Activity

Students are randomly placed in two groups: A and B. Group B stands in a circle facing outward. Group A stands in a larger circle around Group B facing inward towards Group B.

1. The teacher gives the first character relationship: *Teacher and a Student discussing the Student's mark on a test.*
2. After 2 minutes of improvised conversation, the students switch roles.
3. After another 2 minutes of conversation, Group B rotates one student over.
4. In the new pairs, students improvise the character relationship: *Student and Principal discussing the Student's idea for a school event.*
5. Repeat steps 4 and 5, each rotation using a new character relationship from the following:
 - a. Parent and Child – discussing the Child's latest mark in class
 - b. Two students who are best friends – discussing their plans for the weekend
 - c. Two students who do not get long – discussing their group project for school
6. Debrief: In a group or in a think-pair-share, consider the following questions with the students:
 - a. Which character did you enjoy acting the most? Why?
 - b. Did you find any character challenging to be? Why or why not?
 - c. How did you change your acting for each character?
 - d. How did the character change the tone of the conversation?

History of Rap Internet Scavenger Hunt

Duration: 60-75 minutes

Connection: Izzy and Daniel both are passionate about their love for their favourite rapper Arrow. This scavenger hunt will allow for students to explore the roots of the rap genre through research. Internet access is necessary for this research activity.

Students are to complete worksheet (*see resources*) individually (grades 7-8) or in pairs (grades 4-6).

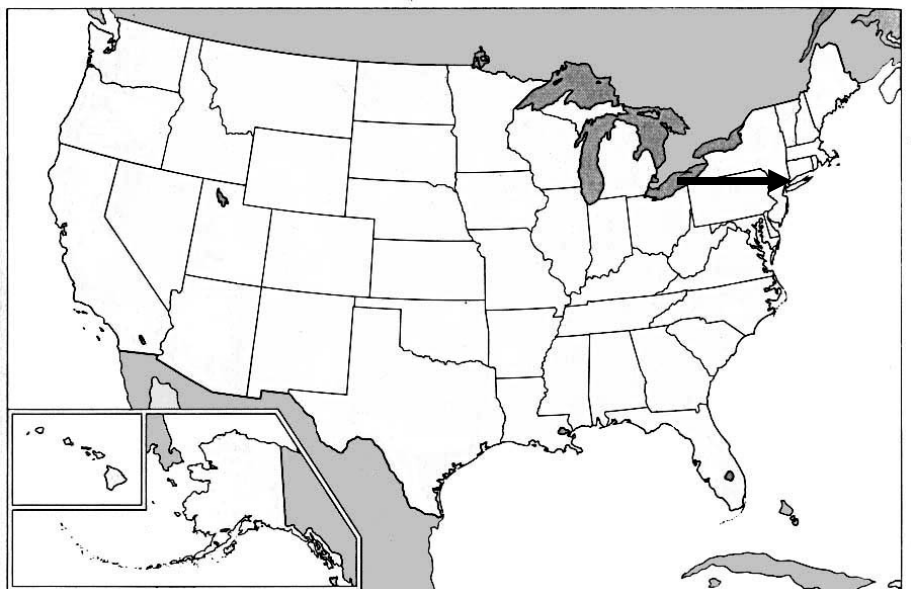
Worksheet Answers and Additional Information

1. Original Meaning of “rap” in 15th and 16th century Britain.
 - a. **Answer:** to strike or to hit. In the 1960s America, the word “rap” was slang for talking or having a conversation.
2. What are Griots in Africa?
 - a. **Answer:** Story tellers, poets, musicians. Story telling was often accompanied by music. Griots represent the oral traditions of sharing history. These traditions of storytelling were brought to America when Africans were taken by slavery
3. Who was president of the United states during 1973?
 - a. **Answer:** Richard Nixon. Richard Nixon set policies targeting black, Hispanic, and poor communities. There were lots of protests during this time, similar to today. Many groups of people were fighting for their right for equality. Rap was used when it emerged (and still often today) as a tool for protest. August 11, 1973 is said to be the birth of hip hop.

4. Mark New York City

5. What is the significance of 1520 Sedgwick Avenue, New York?

- a. **Answer:** Birthplace of hip hop. Hip Hop Culture started in the South Bronx in New York City. This started in the early 70s. It was an underground movement performed mainly by Black and Puerto Rican groups



6. Rapping was one element of Hip Hop. What were the other three?

- b. **Answer:** Break dancing, graffiti, dj-ing. Hip Hop was an entire community. Fashion and lingo could also be considered an element of hip hop. Hip hop was influenced by many types of music including jazz, funk, and music of Jamaica, Africa and Puerto Rico.
7. Who is the “Founding Father of Hip Hop”?
- c. **Answer:** DJ Kool Herc. a.k.a. Clive Campbell. DJ Kool Herc was born in Jamaica. In 1973 he played at his sister’s birthday party August 11th (birthday of hip hop). He invented the concept and term called The Merry Go Round Technique. This technique took all of the instrumental breaks out of popular songs and ran them together because he noticed people only danced on the instrumental breaks in songs. DJ Kool Herc would use two turntables at the same time to mix sounds
8. When did the first rap song get produced commercially?
- d. **Answer:** 1979 (King Tim III- Fatback Band)
9. What was the first rap record recorded and released?
- e. **Answer:** Fatback XII by The Fatback Band, 1979. The song King Tim III, which was the b-side, became popular. Winter of the same year (1979) The Sugar Hill Gang released the single “Rappers Delight.” Many people think that Rappers Delight was the first rap record released.

History of Rap Extension

Music, Creativity, Dance

1. Have students form groups of 2 or 3.
2. Use Sugar Hill Gang’s song Apache (instrumental, 3m51s)
 - https://www.youtube.com/watch?v=tz_JU9Y00og
3. Have pairs/groups create 3 moves to the song.
4. Once each group has 3 dance moves, they are to connect with another group. Students then share their creations and combine to have 6 moves.
5. Groups then perform the dances created for the class

The Leader in Me

Duration: 180 minutes

Connection to the Play: In the play a major theme is the importance of kids having a good leader to look up to and the play discusses rap music throughout it. In this activity, students are to create a rap by filling in the provided handout which prompts ideas to write about themselves and their ideas of leadership.

Students can perform their rap freestyle or they can find the beats to a song that they would like to rap over. They will perform this rap to their class. If students do not feel comfortable rapping then they can choose to simply read out their work.

1. Prompt students to fill in the handout (*see resource section*) to give them a basis for their rap. Their answers are meant to be unique and should help to identify who they are as an individual.
2. Once students have completed filling in their handout they are to structure their rap based on their answers to the questions.
3. Students can perform freestyle or they can find the beats to a song to rap over. Students should be given 20-30 minutes to rehearse before performing or reading their rap to the class.

Assessment Tool in Teacher Package (Online)

Developing a Character**Handout****A List of Character Traits**

Active	Considerate	Greedy	Optimistic	Stingy
Adventurous	Cooperative	Grouchy	Peaceful	Strange
Affectionate	Courageous	Happy	Persistent	Strict
Afraid	Cowardly	Hateful	Pessimistic	Stubborn
Ambitious	Critical	Helpful	Picky	Studious
Angry	Cross	Hopeful	Pleasant	Sweet
Annoyed	Cruel	Hopeless	Polite	Tactful
Anxious	Curious	Humorous	Popular	Talented
Argumentative	Dangerous	Ignorant	Precise	Talkative
Astonished	Daring	Imaginative	Proud	Tasteful
Attentive	Dependable	Immature	Puzzled	Tenacious
Babyish	Determined	Impatient	Quick	Terrified
Bewildered	Discouraged	Impolite	Quiet	Thankful
Bored	Dishonest	Impulsive	Reliable	Thoughtful
Bossy	Disrespectful	Inactive	Relieved	Thoughtless
Brave	Doubtful	Independent	Respectful	Thrifty
Brilliant	Eager	Insistent	Responsible	Timid
Busy	Easygoing	Intelligent	Restless	Tolerant
Calm	Efficient	Jealous	Rowdy	Touchy
Capable	Embarrassed	Jovial	Rude	Trusting
Careful	Energetic	Lazy	Sarcastic	Trustworthy
Cautious	Enthusiastic	Logical	Satisfied	Uncontrolled
Charismatic	Exciting	Lonely	Scared	Unfriendly
Charming	Fair	Loving	Secretive	Unselfish
Cheerful	Faithful	Loyal	Selfish	Upset
Childish	Fidgety	Lucky	Self-reliant	Useful
Clever	Fierce	Mature	Sensitive	Valiant
Clumsy	Foolish	Mean	Silly	Versatile
Cold-hearted	Friendly	Meticulous	Sincere	Vivacious
Compassionate	Frustrated	Moody	Skillful	Vulgar
Competitive	Funny	Mysterious	Sly	Warm-hearted
Conceited	Generous	Nervous	Smart	Weak
Concerned	Gentle	Noisy	Sneaky	Wise
Confident	Glamorous	Obedient	Snobbish	Witty
Confused	Gloomy	Obnoxious	Sociable	Worried
Conscientious		Observant		

Understanding Relationships

Dialogue #1:

Student 1: So, you're new here?

Student 2: Well, sort of.

Student 1: I've never seen you before.

Student 2: I've seen you before, I'm sure of it.

Dialogue #2:

Student 1: Sorry, I lost it.

Student 2: Why did you do that?

Student 1: I didn't mean to.

Student 2: I guess not.

Dialogue #3:

Student 1: Why should I respect what you respect?

Student 2: Because it's what everyone respects. That's why.

Student 1: But I'm not like everyone else.

Student 2: You should show respect.

Dialogue #4:

Student 1: You look upset. Are you okay?

Student 2: It's nothing.

Student 1: Are you sure?

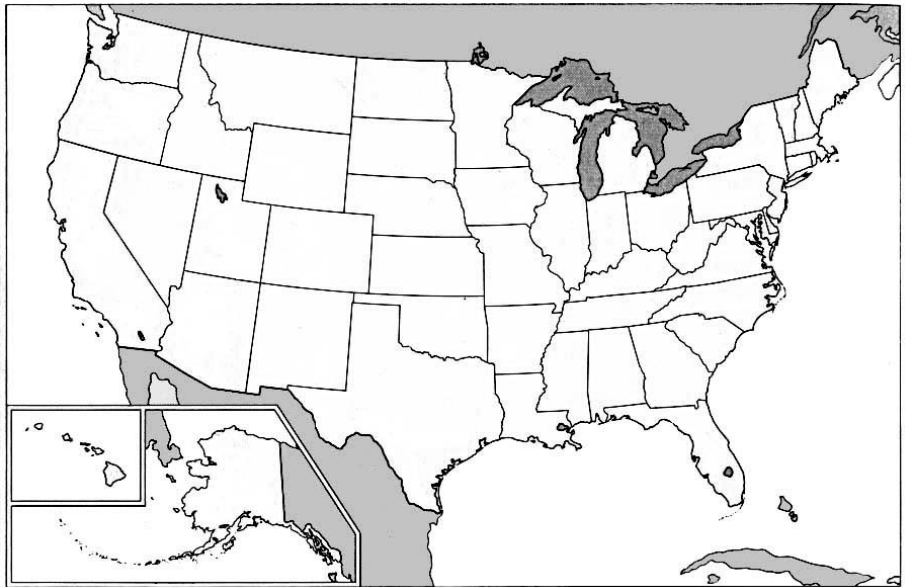
Student 2: Actually, I need your help.

History of Rap Scavenger Hunt

1. Original meaning of “rap” in 15th and 16th century Britain.

2. What are Griots in Africa?

3. Who was president of the United States during 1973?



4. Mark New York City →

5. What is the significance of 1520 Sedgwick Avenue, New York?

6. Rapping was one element of Hip Hop. What were the other three?

7. Who is the “Founding Father of Hip Hop”?

8. When did the first rap song get produced commercially?

9. What was the first rap record recorded and released?

10. Do you have a favourite rapper? Who is it?

The Leader in Me

Name:

1. If I was a colour I would be:
2. If I was an object I would be:
3. If I was a motion/movement/action I would be:
4. If I was a word I would be:
5. If I was a sound I would be:
6. If I was an animal I would be:
7. If I was an emotion I would be:
8. If I was a song lyric I would be:
9. If I was a place I would be:
10. If I was a phrase I would be:
11. When I think of a great leader I think of:
12. Leadership means:
13. Leadership is:
14. Leadership is not:
15. Leadership sounds like:
16. I lead by:
17. In my vision for my future I see myself:

Plot Roller Coaster/ Elements of Plot

Duration: 50 minutes

Connection to play: These activities use *This Will Be Excellent* as an example for understanding plot structure to familiarize students with the structure of a story.

Plot Roller Coaster - Grade 4-6

A. Discussion

Record students' responses to the following questions on the board as reference:

- 1) Who were the important characters of the play?
- 2) What did these characters do? What did they want?
- 3) Did any character try to stop them from getting what they want?

B. Worksheet

Using the diagram from the Plot Roller Coaster Handout (*see resources*) explore the following terms with students. Using the notes from the discussion, students are to complete the worksheet in pairs.

- **Plot:** Pattern of events in a story, usually in sequence or by cause and effect.
- **Conflict:** Something that a character wants is not given to them. An initial struggle.
- **Rising Action:** Characters begin to solve the problem.
- **Climax:** A change in the story in a good or bad way for the characters. Characters can't turn back at this point.
- **Falling Action:** Events happen that begin to wrap up the story.
- **Resolution:** Characters solve the problem.

C. Create-Your-Own Plot Roller Coaster

After taking up the worksheet, students are given the opportunity to create their own story using the Plot Roller Coaster format and the characters from *This Will Be Excellent*, creating a new story and situation to put the characters in. Students should be given another copy of the Plot Roller Coaster handout for their story. If students feel comfortable, they can share their ideas with the class.

Elements of Plot - Grade 7-8

A. Discussion

Prompt the following questions:

- 1) What are the main settings of *This Will Be Excellent*?
- 2) Who are the characters?
- 3) What is the conflict of the story? Encourage students to discuss their reactions to the characters and the conflict

B. Worksheet

Using the diagram from the Plot Diagram (*see resources*) students should individually consider the exposition, rising action, climax, falling action, and resolution of *This Will Be Excellent*. After completing the worksheet, the class should come together for discussion of the plot structure.

C. Create-Your-Own Plot Diagram

Students are given the opportunity to create their own story using the characters from *This Will Be Excellent*. Students should be given another copy of the Plot Diagram handout for their own story. If students feel comfortable, they can share their ideas with the class.

Writing a Theatre Review

Duration: This lesson spans four days; approximately 4 hours of material.

Connection to the Play: This activity will have the students write a Theatre Review of the play.

Day 1

1. Review of the Play and Themes - 20 minutes

Review the play with the class by asking the students to popcorn their ideas of what the themes were in the play, and write the ideas on the board for the class to see. The class should also review the summary of the play and the character information provided at the beginning of this Study Guide.

2. How to Write a Review - 45 minutes

Explain the breakdown of a (theatre) review:

Paragraph 1 (Intro): The 'Lead' summarizes what your article will be about and catches the readers attention so that they will keep reading. Take a stand. Was the play good? A brief why or why not.

Paragraph 2: Summary of the play - 5 W's (Who, What, Where, When, Why) and How. Talk about the technical aspects – sound, costumes, set design – as well as the actors. Students may refer to the Study Guide to learn actors' names, the designers' names, and the production team.

Paragraph 3: Discuss the main themes and how they were addressed. This is where to elaborate on your opinion of the play, as long as you can back it up!

Provide a couple of examples of theatre reviews and read them together as a class to get a sense of the tone and how to write one.

Resources include Brock University's DART Critics for reviews of previous Carousel Player's shows:

<https://dartcritics.com/category/carousel-players/> and the Entertainment section of many newspapers.

Day 2 - Brainstorming & Rough Draft – 45-60 minutes

Students should brainstorm what they want to write about for their theatre review, and choose one or two themes to address in their review. Students will then write a rough draft of their theatre review.

Day 3 - Editing – 60 Minutes

Students should partner up, and share their rough drafts. Partners are to provide basic editing: correct information about the play, run-on sentences, spelling, punctuation, grammar.

Students will receive their original drafts back from their partner and, in a different colour pen, they are to self-edit: Read each sentence carefully. Does it flow? Does it make sense? Is it concise?

Day 4 - Final Draft - 45-60 minutes

Students should re-read and apply both their peer and self-edits to their review. This is a period for final revisions, edits, and additions. By the end of the work period the students are to hand in their final and rough draft of their review.

The teacher may choose to send the reviews to Carousel Players at the address or email at the beginning of this Study Guide.

Creating a Video

Duration: Approximately 120 minutes

Connection to Play: Izzy makes a YouTube video to convince Arrow to come and perform at their school. Students will model Izzy's ideas and prepare a video of their own.

Explain to students that, like Izzy, they will be designing an idea that is video-centric for a purpose of their own. Students are asked to track their thoughts on paper, working either individually (Grades 7-8) or in pairs (Grades 4-6).

1. They will pick either a celebrity they would like to showcase at their school. The students' videos will be focused on showing why their chosen celebrity should be showcasing their newest movie/TV show/album release, etc. at the school.
2. When students have chosen a celebrity, they are to outline why the school should want that celebrity to showcase at the school. Their concept should appeal to both their peers and administrators.
3. Once they have outlined their proposal, students are to plan a video that would theoretically be released to administrators and their peers. They should write a script and draw story-boards.
4. Their script should put their on-paper outline into action, by being succinct and convincing.
5. If the resources exist, students may make their videos (eg using YouTube's video editor features)
6. Students will present their script and story-boards, or video, to the class.

Debrief: Engage the class in discussion about media, social media, and online videos. Potential topics include

- where students engage with media content
- what kinds of critical thinking skills do they apply to the media they consume
- do they consider if media content is an advertisement/promotional
- what considerations do students take before posting on social media and other platforms
- the ways in which social media stays online for an extended period of time, even if students 'take something off' the web.

An Arrow for Change

Philanthropy

Duration: Approximately 2 hours

Connection to the Play: *This Will Be Excellent* follows Daniel and Izzy’s efforts to bring Arrow, a famous rapper, to their school. Izzy and Daniel explain to their Principal that Arrow is not just a rapper, he “travels all over the world and works with all kinds of charities”. The purpose of this activity is to engage students in research skills while introducing them to the philanthropic efforts of their idols. Students will require internet access to complete their research.

Teacher Instructions: Grades 4-6

- Ask students to pick a celebrity or artist they look up to and explain they will be researching this individual to see if they have done any good deeds or charity work.
 - Provide examples of possible things to look out for in their research (e.g. awards, donations, foundations, etc.)
- Ask students to research their chosen celebrity and write a paragraph about them to present to their peers.
- This should include the celebrity or artist’s full name, what they do (e.g. actress, singer, athlete), one charitable contribution or good deed, and something they found interesting about the individual during their research.
- Students can either present their paragraphs in small groups, to the class or hand in their findings

Teacher Instructions: Grades 7-8

- Ask students to pick a celebrity, artist or activist they look up to.
- Review the elements of a newspaper article (who, what, when, where, why, how)
- Ask students to research and write a newspaper article about their chosen celebrity. Students’ articles should
 - Be between 350-500 words
 - Include the who, what, when, where and why details of the story
 - Include one image with a caption
 - Include a relevant quote from the celebrity or those they helped

Assessment Tool in Teacher Package (Online)

A Hero's Journey

Duration: Approximately 1:15-2:00

Connection to the Play: Izzy sings along to Arrow's raps throughout the play. At one point she sings Daniel his newest song about Katniss Everdeen, the protagonist of *The Hunger Games*. This activity asks students to analyze "The Hero's Journey" and compare the ways Katniss (or the main character in a book the class has recently read) is an allegory for Izzy's bravery and how Izzy's journey in the play mirrors the structure outlined in the "What Makes a Hero" TedEd video.

Teacher Instructions:

1. Watch Matthew Winkler's TedEd video "What Makes a Hero"
 - <https://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler> (4m 34s)
2. After watching the video begin with a class discussion on the structure Winkler provides, and ask students if they can think of other narratives where this structure may apply.
3. Use the accompanying worksheet (*see resources*) that breaks down Joseph Campbell's structure into a chart to compare Izzy's actions to the hero structure.

Differentiation:

Younger students should fill in the chart collaboratively as a class. Older students are encouraged to fill in the sheet individually.

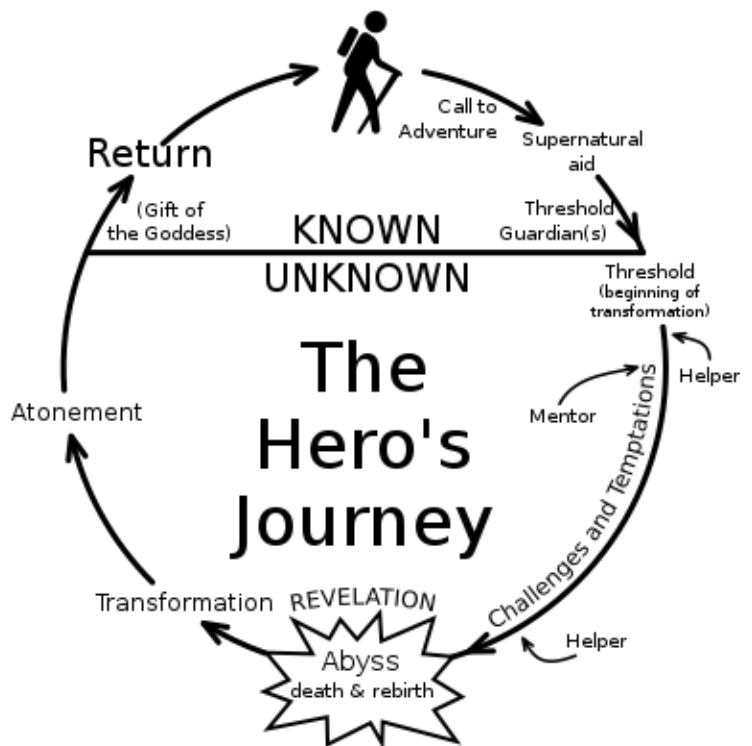
The discussion and journal prompts can be tailored to fit the specific needs of your class.

Discussion Prompts:

- What are some other stories that fit Joseph Campbell's hero structure?
- Izzy faces what she perceives to be an impossible task. What does Izzy's bravery teach us about heroes?

Journal Prompts:

- Can you think of a time in your own life that fits the hero's journey formula?
- Think of your favourite book, do parts of it follow the hero's journey pattern? Explain.
- Do you think Izzy is still a hero even though Arrow cancels the concert?



From Plot to Poetry

Duration: Approximately 1:15-2:00

Connection to the Play: Several of Arrow's raps are featured in the play, one of which focuses on *The Hunger Games'* Katniss Everdeen. This activity asks students to write a poem or song about a book character just like Arrow.

Grades 6-8 - From Novel to Poem: Transforming Stories into Poetry

In the Play, Izzy sings some of Arrow's raps about Katniss Everdeen (the main character in *The Hunger Games*) to Daniel while they work on homework. The student's task is to write a poem or a song that reflects either the plot or a character in a chosen novel.

Tips/ Ideas for Students

- You may wish to include quotations from the novel or a specific character
- Describe any imagery that impacts or is of great importance to the story
- You may want to write from the perspective of a particular character (their thoughts and emotions)

Grades 4-5 - From Novel to Poem: Transforming Stories into Haiku

Use the same Arrow song from above as a prompt to write a haiku that reflects either the plot or a character in a chosen novel. A HAIKU is Japanese verse in three lines. Line one has 5 syllables, line 2 has 7 syllables and line three has 5 syllables. Here's a Haiku to help you remember:

*I am first with five
Then seven in the middle—
Five again to end.*

Fundraising for the Award

Math, Philanthropy

Duration: 30 minutes

Connection: In the play, Izzy decides that the award they are making for Arrow should be presented with some form of prize and creates a plan to fundraise for this prize. In this activity students are to complete mathematical calculations in order to determine how much of a certain item they would need to sell in order for them to reach their goal.

Teacher Instructions:

1. Provide students with the grade appropriate handout provided (*see resources section*).
2. Prompt them to create and decide on an item that they are both passionate about and that is creative. This can be a food item, an object, or anything that they feel would be great to sell.
3. Assist students in completing the calculations for the handout as needed.

Differentiation: Two handouts are available, one for grades 4-6 and another for grades 7-8

Making A Poster

Duration: Approximately 150 minutes

Connection: As part of their campaign to appeal to Arrow, Daniel and Izzy have to advertise his arrival. In this activity, students will be asked to advertise the arrival of someone they would like to come to the school.

Teacher Instructions:

1. As a whole class, have students discuss what makes for a good advertising poster and record the list of ideas on the board for the class to refer to.
2. Have students work in pairs to decide on a service or product for their poster. Students should brainstorm a list of qualities about the service or production that would appeal to their peers. Using these ideas, students are to develop a rough draft of a poster to advertise the service or product to their peers.
 - a. Note that because this is the formative piece of this activity, students are encouraged to “be messy” with their creativity of this poster.
3. When the rough drafts are complete, have students present their advertisements to each other. Students should record feedback given by their peers, specifically: Things my peers Liked, things my peers thought Needs Work and Changes That I Can Make
4. Using the peer feedback as well as teacher feedback (if applicable), students will now work individually to create their own posters advertising a celebrity they believe should visit their school. Students should consider their previously recorded notes concerning what makes a good poster, as well as their peer feedback from their partnered posters.
5. Once the posters are completed, they can be showcased around the classroom.

Grade 7-8 Differentiation:

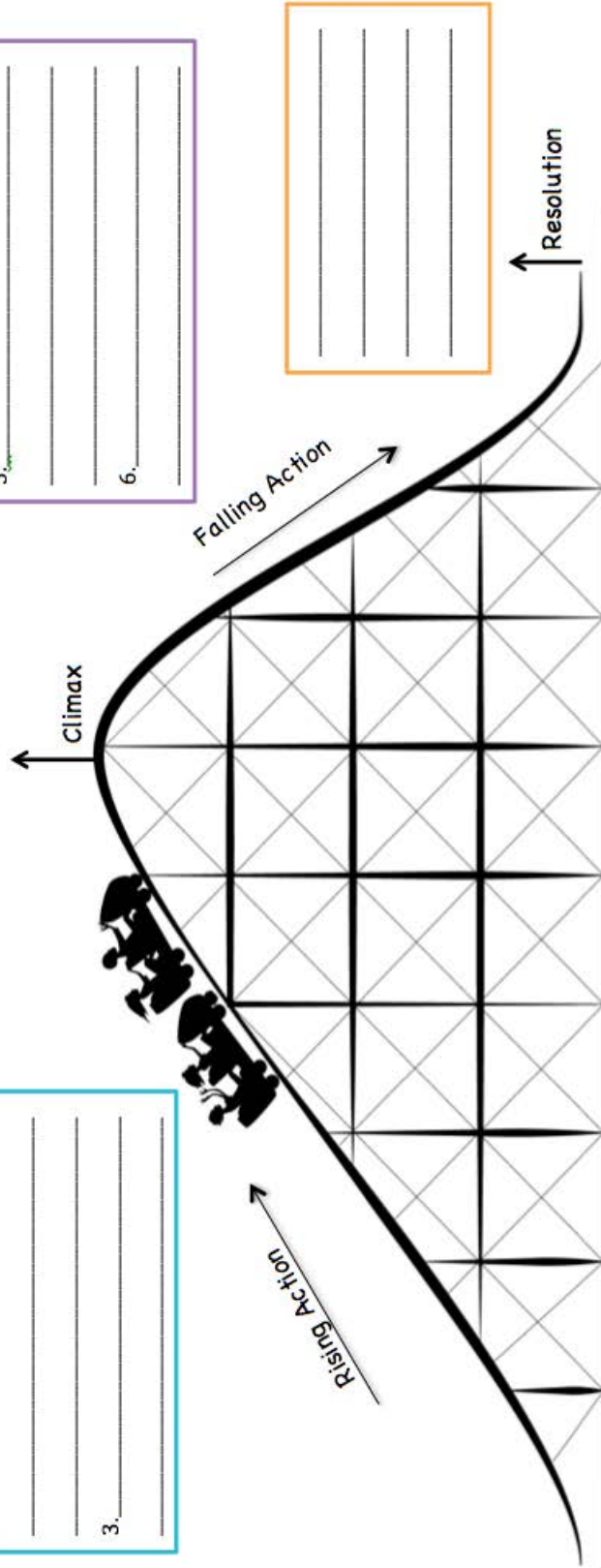
1. Give students the following prompts on the process of creating an advertisement:
 - a. What components of an advertisement entice people to stop and look at the advertisement, or convince consumers to buy something being advertised?
 - b. Things I know about what makes a good advertisement
 - c. Things I want to learn about making an effective advertisement
2. Have students brainstorm on these topics individually or with a partner, and then share their ideas in class discussion. Students should be given time to research and discuss any unanswered questions from their ‘Things I Want to Learn’ prompt after the initial class discussion.
3. With their notes on creating an advertisement, students are to pick a celebrity they wish to have visit their school.
4. When the rough drafts are complete, have students work in pairs to review each other’s posters. Students should record their partner’s feedback and incorporate it into their final draft.
5. Students should also complete a ½ - 1 page write-up on why, like Daniel and Izzy, they believe the celebrity they chose should be allowed to come to their school. The student’s write-up is intended to convince administrators that bringing this person to their school is a good idea.
6. Once the posters are completed, students may present their poster and write-ups to the class.

Plot Roller Coaster

Title of story: _____

1.	_____

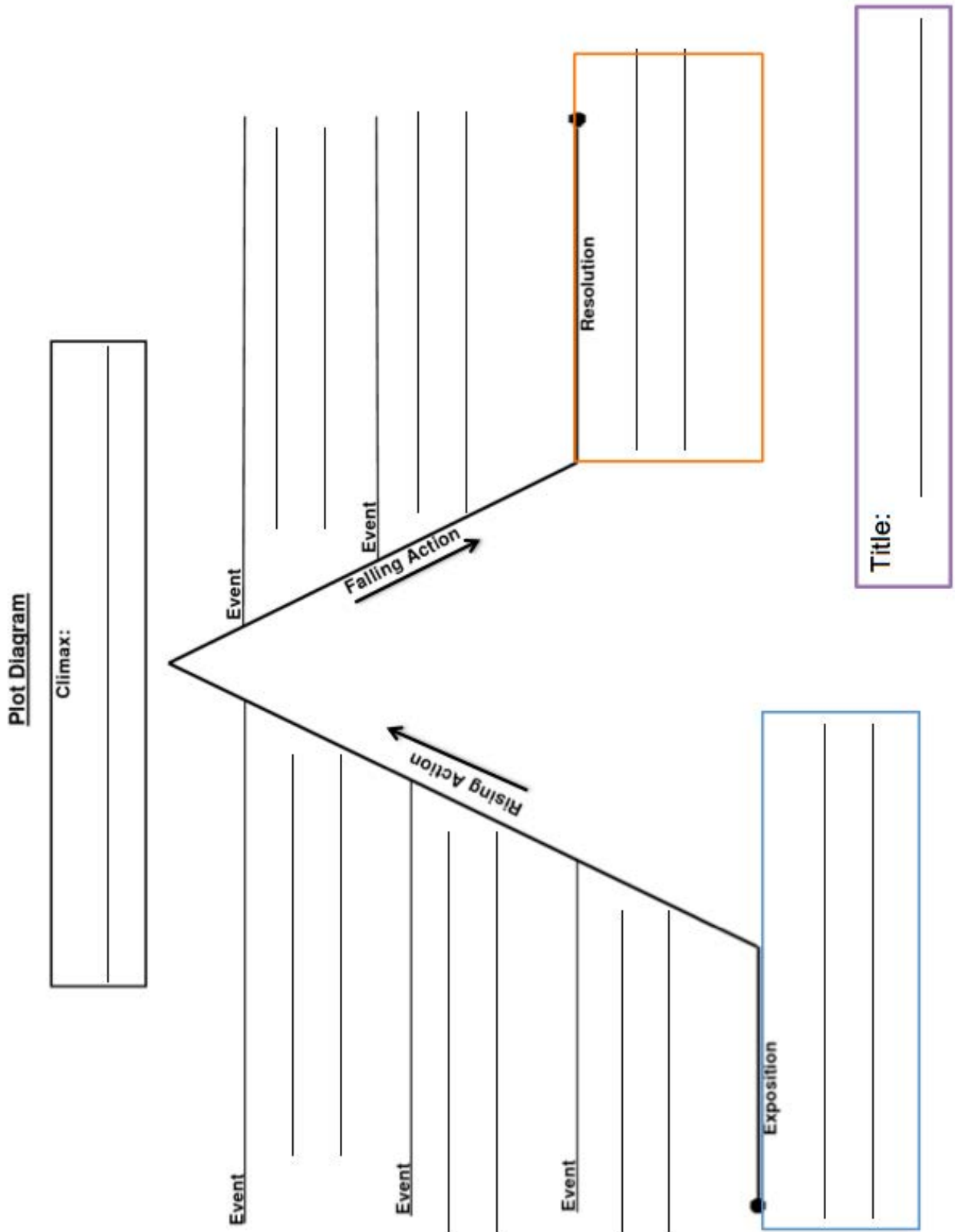
4.	_____



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Plot Diagram

Handout



A Hero's Journey

<p>Joseph Campbell's Hero Structure</p>	<p><i>This Will Be Excellent's Izzy</i></p>
<p>Status Quo: Our Hero's starting position.</p>	
<p>Call to Adventure: Our Hero receives an invitation or a challenge.</p>	
<p>Assistance: Our Hero needs help, usually from someone older or wiser.</p>	
<p>Departure: Hero enters the world of adventure.</p>	
<p>Trials: Being a hero is hard work, our hero accomplishes a goal or a feat.</p>	
<p>Approach: Time for the hero to meet their greatest fear or challenge.</p>	
<p>Crisis: Our Hero's darkest moment.</p>	
<p>Treasure: Our hero gains some special recognition or power.</p>	
<p>Result: Can vary, sometimes the monster bows down, sometimes it chases our hero.</p>	
<p>Return: Return to ordinary world.</p>	
<p>New Life: How has the hero's life changed.</p>	
<p>Resolution: All the plot lines are sorted out.</p>	

Fundraising for the Award

Recipient of the Award: _____

We want to fundraise \$500 for our award.

What is an item that you think would be great to sell at your school in order to fundraise money for the award?

Write a description of the item that would help you to advertise it and sell it to the other students.

We know that this item costs you \$3 for you to buy or make. You are going to be selling this item at your school for \$7 per item. How much are you really earning for each item sold?

Now that we know how much you are earning for each item sold, how many items do you need to sell in order to reach \$500?

Say there are 100 students who buy your item. The item still costs \$3 to make or buy. What price would you need to charge for your item in order for you to reach your goal of \$500?

Fundraising for the Award

Recipient of the Award: _____

Decide on an amount that you would like to fundraise for your award.

\$3,000 \$5,000 \$7,000 \$10,000

What is an item that you think would be great to sell at your school in order to fundraise money for the award?

Write a description of the item that would help you to advertise it and sell it to the other students.

How much does it cost for you to buy or make one of these items? \$2 \$3 \$5 \$10

How much do you think that this item should be sold for at your school? \$5 \$8 \$10 \$15

Now that we know how much each item would be sold for and how much each item would actually cost, how much are you really earning for each item sold?

Knowing how much you would actually make for each item, how many of these items would you need to sell to reach your fundraising goal?

What if you sell one item to each of the 800 students in your school. How much would you need to sell each item for in order to reach your goal?