

# Carousel Players

...THEATRE YOU NEVER OUTGROW...

*This Will Be Excellent*

by Jordi Mand

## Teacher Resource Pack

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**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		

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

# Handout

1. Original meaning of “rap” in 15<sup>th</sup> and 16<sup>th</sup> century Britain.

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2. What are Griots in Africa?

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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?

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

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

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

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

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

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# The Leader in Me

# Handout

Name:

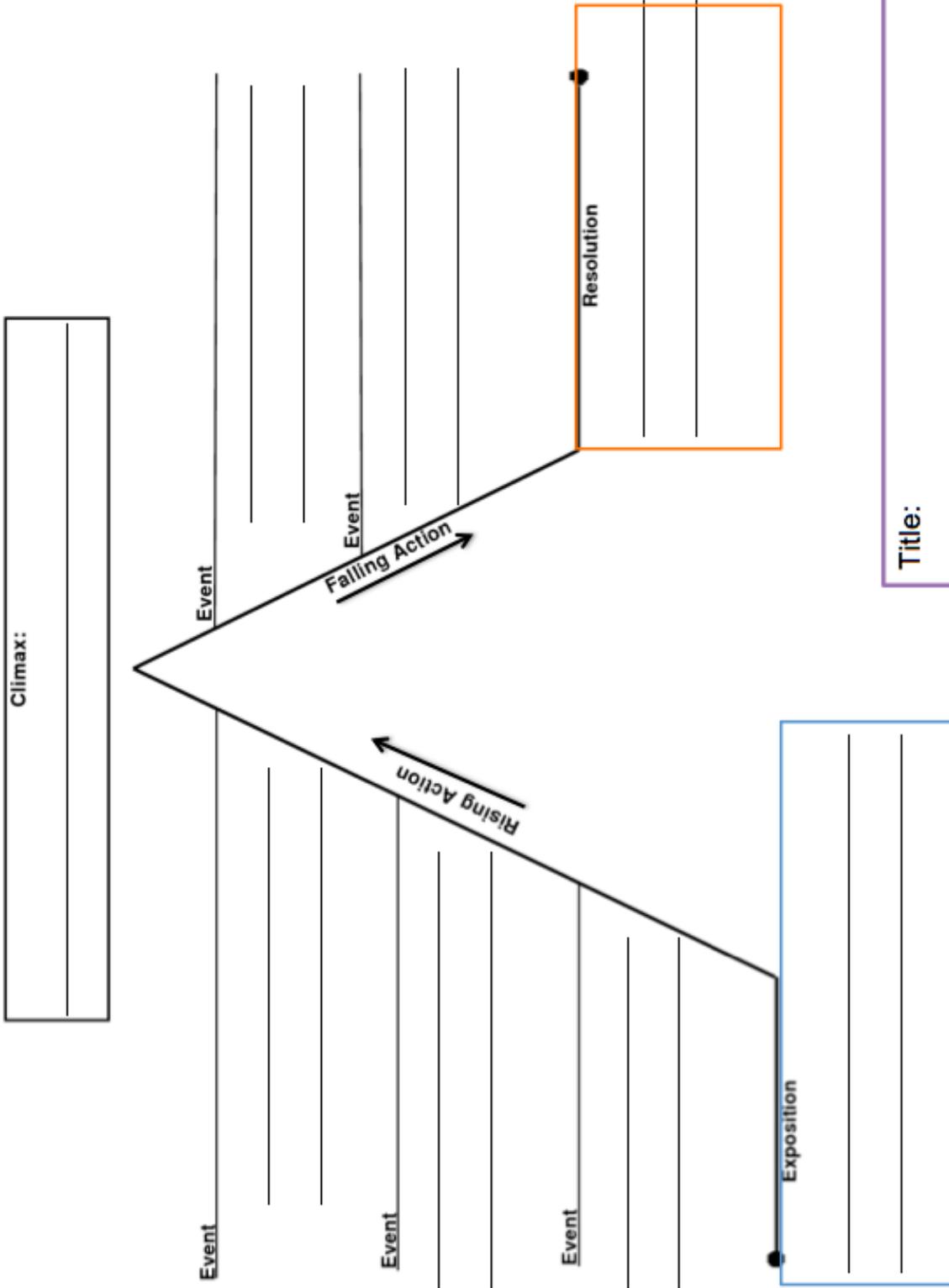
1. If I was a colour I would be:
2. If I was an object I would be:
3. If I was a motion/movement/action I would be:
4. If I was a word I would be:
5. If I was a sound I would be:
6. If I was an animal I would be:
7. If I was an emotion I would be:
8. If I was a song lyric I would be:
9. If I was a place 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 Diagram

# Handout

## Plot Diagram



Title: \_\_\_\_\_

# A Hero's Journey

# Handout

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

## Fundraising for the Award

## Grades 4-6 Handout

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

# Grades 7-8 Handout

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?

## Writing in Role

## Checkric

<b>Component</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Student freely explores their 'character's voice' in their writing.				
Students stay on task and engage in the free writing activity, continuously writing for the assigned period.				
Students write in their character's voice the entire time.				
Students consider a variety of 'character questions' to investigate their character's background, history and personality.				

**Total**                      **/16**

4 marks - writing is an exceptional example of this criterion

3 marks - writing is a proficient examples of this criterion

2 marks - writing does not adequately fulfill expectations of this criterion

1 mark - writing fails to address expectations of this criterion

## The Leader in Me

## Assessment Rubric

	<b>Level 4: Distinguished</b>	<b>Level 3: Proficient</b>	<b>Level 2: Apprentice</b>	<b>Level 1: Novice</b>
<b>Writing-Voice:</b> Writing helps reader know who is talking	Writing shows personal style. Feeling was used to engage the listener in their topic.	Emotion and feelings were used to communicate the message.	Writing had very little feeling or emotion.	Writing had no feeling or emotion.
<b>Writing-Ideas:</b> Includes interesting and informative details	Writing had quality details which were interesting and supported the main idea.	Writing had many details that supported the main idea.	Writing had few details that supported the main idea.	Writing had no details.
<b>Oral Presentation-Enthusiasm:</b> Shows excitement about topic	Was enthusiastic throughout performance.	Showed enthusiasm for most of the presentation.	Showed some enthusiasm about the topic.	Showed no enthusiasm about the topic.
<b>Oral Presentation-Rehearsed:</b> Ability to present through memorization	Did not need to use notes during presentation.	Did not need to use notes more than a few times.	Had to use notes often.	Became lost or confused during presentation.

# An Arrow for Change

# Assessment Rubric (Grades 7-8)

	Level 4	Level 3	Level 2	Level 1
<b>Grammar &amp; Spelling</b>	The article is free from grammar and spelling errors.	The article has 1-4 grammar or spelling errors	The article has five or more grammar or spelling errors.	Several sentences in the article contain grammar and spelling errors.
<b>Content</b>	The article adequately address the 5 W's + H (who, what, when, where, why and how).	Most of the article adequately address the 5 W's + H (who, what, when, where, why and how).	Some of the article adequately address the 5 W's + H (who, what, when, where, why and how).	Little or none of the article adequately address the 5 W's + H (who, what, when, where, why and how).
<b>Length &amp; Structure</b>	<p>The article is accompanied by an image that relates to the story and the caption is very effectively connected to the article.</p> <p>The article is within the given range (350-500 words)</p>	<p>The article is accompanied by an image that relates to the story and there is a caption that connects the image to the article.</p> <p>The article is within the given range (350-500 words).</p>	<p>The article is accompanied by an image that somewhat relates to the story and there is a caption that to some extent connects the image to the article.</p> <p>The article is slightly outside of the given range.</p>	<p>The article is not accompanied by an image or the image is unrelated to the article. There is no caption.</p> <p>The article is significantly outside of the given range.</p>

# Making a Poster

# Assessment

CRITERIA	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<b>Layout and Organization</b>	Text and graphics were neatly organized and made poster easy to understand/read.	Text and graphics were placed appropriately, made for easy reading	The placement of text and graphics sometimes made the poster hard to understand/read	Poster was difficult to understand. Text and graphics randomly placed. No clear structure.
<b>Content</b>	Poster was a clear demonstration of understanding advertisement techniques and characteristics.	Poster had content that demonstrated an understanding of advertisement techniques and characteristics	Poster included content that demonstrated a basic understanding of advertisement techniques and characteristics	Poster did not include content that displayed an understanding of class material.
<b>Design</b>	Poster is eye catching and informative.	Poster included some interesting material and was visually appealing	Poster is mostly well laid out, with some information and visual appeal	Poster was not visually appealing or did not include relevant information.
<b>Development</b>	Student took peer feedback into consideration and acted upon peer feedback to improve their final poster to a high degree	Student used peer feedback to their advantage when editing their poster to make a final product	Some work using peer feedback is evident, though student does not demonstrate ability to use peer feedback to their advantage	Final product did not incorporate peer or teacher feedback. Student's final product is a minimal improvement to their rough draft