

Advertising Our School Play

Activity Summary

In this major cross-curricular activity, students will:

- ◆ Write a 5-Paragraph Essay (Topic: Job Application)
- ◆ Complete Job Worksheets
- ◆ Complete a Reflective Journal
- ◆ Complete a Peer Review

Prior Knowledge

- **Essential Skills**
- Concepts of Audience and Theme
- Theory of Print Advertising and Observational Research
- Reflective Journal Writing
- Peer Review

Teaching Planning Notes

- Consult principal and colleagues re assignment and involvement of drama and art departments
- Arrange for drama class representatives as guest speakers for initial introduction to play concept (key contacts)
- Arrange for art class to be a partner in developing original artwork (key contacts)
- Arrange for computer lab time
- Review assignment including prior knowledge required and assessment and evaluation tools
- Provide students with materials required for all jobs
- Develop a timeline with due dates for each group



FOCUS ON LEARNING

Essential Skills:

Writing

Job Application Essay
Worksheets
Advertisements
Reflective Journal
Peer Review

Thinking Skills

Job Application Essay
Advertisements
Observational Research

Oral Communication

Consultation with art and drama departments

Working With Others

Peer Review

Computer Use

Advertisements

Document Use

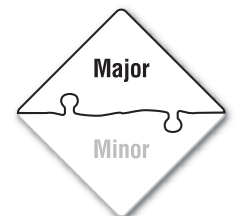
Rough Outline

Assessment of Student Achievement

Task	Tool / Type
Rough Outline	All The World's A Stage Rough Outline 5-Paragraph Essay (Formative)
Job Application Essay	All The World's A Stage 5-Paragraph Essay Rubric (Summative)
Job Worksheet	All The World's A Stage Job Worksheet Assessment Tool (Formative)
Reflective Journal	All The World's A Stage Reflective Journal Assessment Tool (Formative)
Peer Review	All The World's A Stage Peer Review Sheet (Formative)

Activities and Assessment Materials

- Job Application 5-Paragraph Essay Assignment Sheet
- Job Application 5-Paragraph Essay Rubric
- Rough Outline Worksheet
- Reflective Journal Assignment
- Job Worksheet
- Peer Review Sheet
- Job Worksheet and Reflective Journal Assessment Tools



Curriculum Linkages For Ontario Educators

Essential Skills truly are everywhere and as teachers we are always teaching students the **Essential Skills!** As subject teachers and specialists, we know that many of the curriculum expectations we are accountable to teach and assess, also address the **Essential Skills** and while the linkages are not always readily apparent, the linkages exist nonetheless.

While this activity connects to a variety of courses it is most closely aligned to the following course(s):

- English - ENG 2P

To assist you, the teacher, in making more transparent linkages, we have identified the following curriculum linkages for this activity.

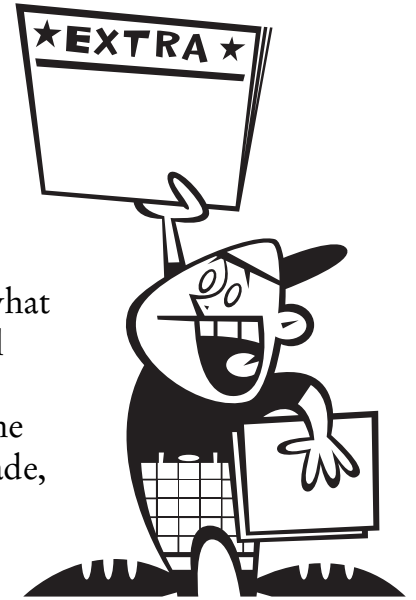
English – ENG 2P

Coded Overall Expectations	Coded Specific Expectations
WRV.02P – identify literary and informational forms suited to a variety of purposes and audiences and use the forms appropriately in their own writing, with an emphasis on stating and supporting an opinion	WR2.01P – demonstrate an understanding of literary and informational forms, such as personal essays, dramatizations, descriptions, poems, research reports, newspaper columns or magazine articles, and formal letters, by selecting forms appropriate to different purposes and audiences to use in their own writing (e.g., use a journal entry to explore a personal opinion; compose a formal letter to persuade a community partner to sponsor a school project; write a letter to a newspaper editor about a local issue; write a children’s story for a Grade 2 class; use essay form to describe their response to a group of poems by one author)
	WR2.02P – consider the characteristics of the intended audience in selecting the form and developing the content for each piece of writing (e.g., list information the audience will need and identify the most appropriate way to present it; consider the audience’s age, gender, and probable knowledge of the topic in writing a report)
WRV.03P – use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work	WR3.02P – use a single, controlling idea and connecting words and phrases to structure a series of paragraphs (e.g., establish chronological order with words such as in the beginning, second, and finally for a short report)
	WR3.03P – provide an introduction, body, and conclusion to present information sequentially, support an opinion, or develop an argument in reports and short essays
WRV.04P – revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and coherence	WR4.01P – revise drafts to ensure that ideas are adequately developed and supported by relevant details and facts, and to achieve clarity and unity (e.g., use a checklist to verify the content of a report and the logic of its structure; insert connecting words in paragraphs of a report or personal essay to improve unity; refer to the introduction in the concluding paragraph of a personal essay to improve unity)
	WR5.12P – use a variety of resources to correct errors in spelling (e.g., dictionaries, electronic spell checkers)

All The World's A Stage

In this assignment you will be working individually and in groups to assist in the school play advertising. The play will have performances during school and in the evenings for parents and the local community.

Our job as a class is to work with both the drama and art departments in developing an effective advertising theme and campaign. The drama department will provide us with details on what the play is about so we can work with the art class to create several different versions of the same theme. At that time our project coordinators will evaluate all versions and present a select few to the drama department for final selection. Once the final selection is made, then our graphic design team will take over and create several different advertisements using the original approved artwork. In the meantime, our research team will be conducting observational research to determine where in the school and community the advertising is most suited. Once this is decided, the advertising will be posted and an evaluation of its effectiveness will be conducted.



To have a smooth, effective team we are looking for individuals to fulfill specific jobs. All students will apply for a specific job. Your teacher will make final decisions. Once jobs have been assigned, we can begin the project.

What is our class's responsibility?

- Determine who the audience is
- Determine what type of theme will best portray this play (tragedy, etc.)
- Relay this information to the art class so they can develop the original artwork
- Work closely with the art class as they develop ideas (first drafts)
- Work closely with the drama class (communication of first drafts)
- Develop and execute the advertising within the timeframe agreed upon by the drama and art classes.
- Analyze the effectiveness of our advertising

All The World's A Stage

Class Assignment

To plan, organize, develop, create and execute advertising for our school play. This will take a lot of planning and organizing on everyone's part to make this a success for our school!

Assessment: Formative

Individual Assignment

Each student will have a job and responsibilities. These responsibilities are related to specific tasks for that role. These specific tasks are related to the ***Essential Skills***.

All students will complete and submit the following for evaluation:

- Rough Outline: 5-Paragraph Essay
- Final draft: 5-Paragraph Essay
- Completed "Job Worksheets"
- Reflective Journal
- Peer Review

All The World's A Stage Job Application

5-Paragraph Essay

All students are welcome to apply for the following positions. You are to submit a five-paragraph essay indicating your first choice position you are applying for and explaining why you are best suited for this position. Choose three (3) areas to cover (education, interests, talents, work experience, volunteer experience, hobbies, etc.). For each of these categories you must relate which **Essential Skills** are used and give examples of when they were demonstrated. Finally, please indicate a 2nd choice position in case you are unsuccessful in your 1st choice.

Note: There are limited numbers of some positions. All applications will be considered, however, not all candidates will be successful in being selected for their 1st choice position. If you do not get your chosen position, you will be offered your 2nd choice.

Positions of Responsibility

Executive Assistant (1 position)

This individual will be assisting the teacher in all areas of administration.

Strengths: detail oriented, organized, good keyboarding skills

Project Co-ordinators (4 positions)

These individuals will be meeting with the drama and/or art departments to:

- Discuss theme of play – concept development for advertising
- Communicate the above information to the art class to begin creating concepts
- Review as a team, all submissions from art class and decide which select few will be presented to drama department committee
- Present concept 1st drafts to drama department committee
- Coordinate approved final draft of art (original works) with art class
- Deliver the final draft of art to graphic design team in our class
- Meet with research group in our class to determine best places to advertise
- Conference regularly with teacher and executive assistant (timelines, etc.)

Strengths: good memory, good listener, extrovert, empathetic, organized

All The World's A Stage Job Application (cont'd.)

Researchers (10 positions)

These individuals are responsible for:

- determining the most effective method of advertising to targeted audiences
- conduct an observation survey in school and present results to project co-ordinators
- post final advertising in approved locations

Strengths: detail oriented, observant, energetic

Graphic Designers (8 positions)

These individuals are responsible for:

- producing final advertising pieces for posting
- 1st and 2nd drafts may be required

Strengths: creativity, computer skills (specifically software like Adobe Photoshop, Publisher)

All The World's A Stage Rough Outline: 5-Paragraph Essay

Good writing usually begins with a rough outline. The outline will help you to organize the information you want to present. Complete this rough outline before you begin your first draft. Begin with your thesis statement and then choose the topics for paragraphs 2-4. Then go back and complete the introduction and conclusion.



Introduction _____

Start here → Thesis Statement _____

Paragraph 2 (Choose topic: for example, Education: Courses)

Topic Sentence _____

Supporting Points:

- _____
- _____
- _____

Ending Sentence _____

All The World's A Stage

Paragraph 3 (Work Experience)

Topic Sentence _____

Supporting Points:

- _____
- _____
- _____

Ending Sentence _____

Paragraph 4 (Volunteer Experience)

Topic Sentence _____

Supporting Points:

- _____
- _____
- _____

Ending Sentence _____

Conclusion _____

All The World's A Stage 5-Paragraph Essay Rubric

CATEGORIES/ CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
Knowledge and Understanding Effectively demonstrates an understanding of the literary and informational form of a 5-paragraph essay	Limited	Somewhat	Considerable	To a High Degree
Thinking and Inquiry Effectively considers the characteristics of the intended audience in developing the content for the personal essay	Limited	Somewhat	Considerable	To a High Degree
Communication Effectively provides an introduction, body and conclusion to present information sequentially and support an opinion in their personal essay	Limited	Somewhat	Considerable	To a High Degree
Application Effectively revises draft to ensure that ideas are adequately developed and supported by relevant details and facts and achieves clarity and unity	Limited	Somewhat	Considerable	To a High Degree

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

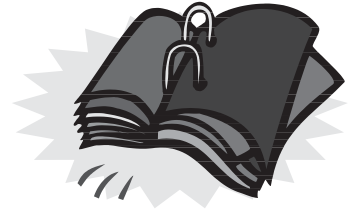
All The World's A Stage Job Worksheet

The purpose of these worksheets is to help you organize your activities, stay on task and recall what you did so you can complete your reflective journal and peer review at the end of this project. These worksheets are assessed based on completion, comprehension and correctness. (See assessment tool.) The highlighted text is an example of what a complete record should look like. Your completed worksheet should include 15-20 records.

Name _____ Position _____

DATE	TASK	<i>Essential Skill(s)</i> DEMONSTRATED	NEXT STEPS
Sept. 20	Arrange meeting with Drama Class	Oral Communication Working with Others	Meeting Date – Sept. 22. Prepare for meeting

All The World's A Stage Reflective Journal



Congratulations! Working together, you and your classmates have successfully planned, organized, researched, created and executed an unbelievable advertising campaign for our school play.

This reflective journal is an opportunity for you to review your personal performance in this school activity. The following questions are a guide to follow when reflecting on your role in this activity. Provide specific examples to support your opinions. Refer back to your worksheets for support and examples.

Journal Criteria

- Written in 1st person
- Written in class
- Double spaced
- Journals are assessed based on completeness, clarity, and correctness (see assessment tool)

Guiding Questions

1. What position of responsibility did you have?
2. What talents and characteristics did you bring to this position?
3. What were some of the challenges you faced in this position?
4. What were some of the challenges the class faced as a whole?
5. What did you discover about yourself (newly found skills, new interests, weaknesses to improve upon)?
6. Give an example of a peer that surprised you in terms of their abilities in this role. Why did that surprise you?
7. What were some of the **Essential Skills** most used in your position? Give examples of when you demonstrated them.
8. What kinds of jobs would most likely use similar skills?
9. What would you suggest to improve this project for next time?

All The World's A Stage Job Worksheet Assessment Tool

Your Name _____

CRITERIA	<input checked="" type="checkbox"/>	COMMENTS
Completeness Minimum of 15 records are completed in all sections	<input type="checkbox"/>	
Comprehensiveness Information gathered is accurate (dates, task performed, <i>Essential Skill</i> that is related and next steps) and the information makes sense to the reader	<input type="checkbox"/>	
Correctness Spelling and grammar	<input type="checkbox"/>	



All The World's A Stage Reflective Journal Assessment Tool

Your Name _____

CRITERIA	<input checked="" type="checkbox"/>	COMMENTS
Completeness Have you reflected on most or all of the questions in the guide?	<input type="checkbox"/>	
Comprehensiveness Well organized with proper introduction and conclusion	<input type="checkbox"/>	
Correctness Spelling and grammar	<input type="checkbox"/>	

All The World's A Stage Peer Review Sheet

You will be assigned a peer in your “expert group” to review at the end of the project. It is your responsibility to observe them in action and either make written notes or mental notes so you can complete this assignment.

Your Name _____ Peer's Name _____

CRITERIA	CIRCLE ONE ONLY (1 = LEAST / 5 = MOST)				
Knowledge (subject area)	1	2	3	4	5
Working with Others	1	2	3	4	5
Work Habits	1	2	3	4	5
Initiative	1	2	3	4	5
<i>Essential Skills Most Demonstrated</i>	1	2	3	4	5

Comments:

Please provide some general comments and feedback to your peer.

