1. What process did you use to develop your idea? Include any brainstorming prompts and approaches.

Initially we wanted to take still images around The Lottery's main themes and motifs and make an iMovie. However, when we discussed our ideas with Ernesto Pena, he made us realize that engaging our audience in our performance would be more conducive to their understanding of the short story. We also tried to set a serious and ominous tone for our presentation by finding a telescopic video that was accompanied by a looped music track. In addition, we wore masks, dressed in black, spoke in a serious manner and turned off the lights. In essence, we adapted the story to make the story more real for our audience

2. What other pre-production strategies did you employ? For example, if you completed a video, to what extent did you "storyboard" and how did it help you develop the script? (Include any templates for story boarding or other pre-production activities)

The pre-production strategies we used to prepare for our dramatic performance/adaptation of The Lottery included much discussion that ultimately took the form of a script delineating our roles in the performance. Initially we had the idea of storyboarding and developing our performance into a video piece, but given our time constraints and several concerns about post production we decided to explore a different aspect of video creation in our next media project. If we were to enact this performance again, we would strongly consider supplanting at least 2-3 photographers (other than performance/group members) to document the reactions of those participating in the lottery for the first time. These photos could be used in a number of ways: whether as points of reflection and discussion or as a launch pad for adapted responses or (re)interpretations of the event.

Script Below

<u>The Lottery Adaptation Script</u>

Adam sets up audio and computer

We leave the room to put on costumes and walk in a single file line led by Adam. Once in the room, we line up in a straight line behind the table with the box.

Katarina puts up sign and says " Everyone get into groups of five. There will be one group of six."

Class gets into groups. Irene, Natasha and Natalia will distribute envelopes ensuring that Katarina's group gets the envelope for the Graves family.

Class will get time to fill in slips.

Adam will say "Time for the first draw"
    Natalia and Adam walk around and collect the slips with the family names.

Natalia will bring up black box to the front and place it on the table. We'll stand back in a line behind the box.

Adam will draw the name, "The Graves family"

Natalia "Time for the second draw – Graves prepare yourselves. I will come and collect your slips.

Adam will draw a slip and say "Mother"

Irene and Natasha will come and grab Katrina to the centre. Irene and Natalia will distribute paper balls to everyone.

Katarina "Time for the lottery to begin"

Irene and Natasha go to the Graves family and bring Katrina to the front. She stands in the middle of the u-shape while we form a line before Katrina.

We pick up our paper balls. Natalia says "3, 2" Katrina screams. Natalia waits for Katrina's scream to finish and snaps her fingers. We all scream, "Stop." We freeze for a minute.

We take a bow.

3. How did you assign tasks or roles within your group? How did you manage time?

Assigning tasks within our group was an organic process, of sorts. We spoke to each other, face to face, then decided who would do what. People naturally gravitated toward a certain role and claimed it. In the end some people ended up doing something different than they intended, but everything got done, so everyone was pleased. A mediator was never needed.

Outside of the class time provided, we used our lunch breaks to work. On a few occasions we thought of meeting at the end of the day, though we never did. For this we blamed the earth's rotation for not being longer, and requiring food and sleep. We did, however, come to class early the day of the presentation to do a final dress rehearsal. How people managed their own time after school or over the weekend was entirely up to them, and was not documented.

4. What approaches would you use to assess this activity that takes account of the following: a) the multimedia nature of the assignment; b) the collaborative nature of the assignment?

Since our group decided to perform a dramatic staging/re-enactment of "The Lottery", the assessment for this assignment would mostly pertain to how successful students were in performing their re-enactment. Although this is a dramatic performance, students would still be encouraged to use different forms of multimedia in the actual performance itself (video, audio, etc.), as it would greatly contribute to creating the desired mood and tone. A potential assessment would look like the rubric below; it would pay close attention to such things as content (whether students have understood the main themes), creation of mood/tone, enthusiasm, audience reaction, and group participation and preparedness.

Marks	**4** – Excellent	**3** – Good	**2** – Fair	**1** – Needs Improvement
Content	Students have fully understood the important themes from the story and have successfully incorporated them into their performance	Students have mostly understood the important themes from the story and have incorporated them into their performance	Students have not fully understood the story and fail to include important elements into their performance	Students have failed to understand the story, and thus poorly perform their re-enactment
Mood/Tone	Students have taken great care to create appropriate mood and tone.	Students, for the most part, have considered mood and tone.	Students have minimally thought of mood/tone.	Students have failed to consider mood/tone for their performance.
Enthusiasm/ Audience Participation	Students demonstrate strong enthusiasm during their performance and are able to positively engage the audience	Students show some enthusiasm during their performance and the audience seems to be mostly engaged	Students show little enthusiasm during their performance and the audience looks minimally engaged	Students fail to show enthusiasm during their performance, the audience is not engaged and shows no interest
Group Participation/ Preparedness	Students are fully prepared and all group members fully and equally participate in the performance – it is obvious the assignment was equally divided	Students look mostly prepared. Group members fully and equally participate in the performance – for the most part. Assignment is mostly divided equally among the group members	Students look minimally prepared. Group members do not fully or equally participate in the performance – it is obvious the assignment was not equally divided	Students failed to adequately prepare for the performance. Group members failed to fully and equally participate in the performance – it is obvious not everyone contributed

5. What are the greatest challenges in using this approach in a classroom and can they be ameliorated through careful instructional design? What learning opportunities did this activity afford?

Our dramatic-interactive adaptation of the Lottery was fairly easy to execute within the context and climate of an education course such as LLED 368. That is, the students (pre-service teachers) were compliant and respectful of our approach. However, there would be certain challenges to using this approach in an English Language Arts classroom. That is, most high school students are not as complacent as the student teachers were during our production. The issue of using this in the classroom would be maturity level; it would take only one or two students making a joke out of the presentation to spoil the effects for the entire class. However difficult student maturity is to control, one way to make this activity run smoothly would be to have it staged in a very serious manner—perhaps the principal standing at the front or even having the students themselves stage it and monitor behaviour.

This adaptation of the Lottery was aimed at impressing a real-life sentiment of the story's theme upon ELA students. That is, the students will be able to understand the psychological phenomenon of group behaviour and its potential devastating effects on society from first-hand experience. This approach has its difficulties in an a formal classroom setting as student maturity is imperative for smooth execution.