**Post-Activities**

In the days following the movie:

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| **Grade** | **Curriculum Expectations** | **Activities** |
| **7** | **History: *Unit B. Canada, 1800-1850: Conflict and Challenges***  **B1.2** analyse some of the challenges facing individuals and/or groups in Canada between 1800 and 1850 (e.g., war with the United States, industrialization, poor wages and working conditions, rigid class structure, limited political rights, discrimination and segregation, religious conflict, limited access to education, influx of new immigrants, epidemics, transportation challenges, harshness of life on the western frontier, continuing competition for land and resources between First Nations/Métis and settlers) and ways in which people responded to those challenges (e.g., strikes, rebellion, legislation to expand access to education, treaties, construction of canals, mutual aid societies, work bees, quarantining immigrants) Sample questions: “What were some of the challenges new immigrants faced on arriving in Canada? What were some responses to those challenges?” “What were some of the methods used by Reformers and Patriotes in their quest for political change?” “How did discrimination and segregation affect the ways in which African Canadians met their everyday needs?”  **Language: *Media Literacy***  **1.1** explain how various media texts address their intended purpose and audience  **1.3** evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media text  **1.4** explain why different audiences (e.g., with respect to gender, age, nationality, ability/disability income level) might have different responses to a variety  of media texts  **3.1** explain why they have chosen the topic for a media text they plan to create (e.g., a class newspaper or pamphlet to inform parents about the achievements and activities of students in the class), and identify challenges they may face in engaging and/or influencing their audience  **3.4** produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., • a class newspaper for parents • a class magazine for students in a lower grade • a multimedia report on a unit of study for geography • a website about the school for new students • a movie poster • an advertisement for a new product • a theatre review with commentary on the use of conventions and techniques for a class/school newspaper • a scene for a film based on a prose narrative • two media texts on the same subject using different media forms)  ***Writing***  **1.2** generate ideas about more challenging topics and identify those most appropriate for the purpose  **1.3** gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources  **1.6** determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary  **2.2** establish a distinctive voice in their writing appropriate to the subject and audience  **2.3** regularly use vivid and/or figurative language and innovative expressions in their writing  **2.5** identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate | **Activity 1: Analyze the Film**  Get students to answer the post-movie questions.  **Activity 2: Stereotyping Africans in the 1800’s**  A conversation/lesson on what a stereotype is would be necessary before continuing to this activity.  To delve more into stereotypes and discrimination of African’s during this time period you may want to visit this website: <http://black-face.com/> which gives a list of different stereotypes that the Black population were lumped into during this time period. You could in turn choose which ones (if not all) to share with students and ask them to analyze this portrayal of Africans through the media in the 1800’s. Explain to them before watching the Spike Lee clip that this film was actually produced in order to bring attention to these stereotypes and make a “statement about the importance of society resisting the racial stereotypes projected on African-American’s in television.”  Backgound information on the Spike Lee film: “In 2000, African-American filmmaker Spike Lee wrote and directed Bamboozled. Bamboozled is a satire that comments on the struggle African-Americans face because they are rarely shown in a positive and intelligent light. The premise involves an African-American man working for a television network that is constantly denying scripts that shape African-Americans in a positive light. Out of frustration the screenwriter pitches a “new-age minstrel show” which ultimately becomes extremely popular despite its overt use of black-face and racist jokes.” (From: <https://antiracistresistance.wordpress.com/resisting-racial-stereotypes-the-portrayal-of-african-americans-in-television-and-film/>)  Questions for them to consider:   1. What do you notice in the pictures, how are Africans portrayed? 2. Why do you think they portrayed them like this in this time period? 3. Why is it racist? Why would these “groupings” be considered different stereotypes? 4. How do the pictures and short clip make you feel? 5. In the 1930’s and 1950’s, many years after the Underground Railroad and abolition of slavery companies like Disney were still creating cartoons which used these old racist stereotypes, why do you think that is?   **Activity 3: Journal Writing**  Get students to write a series of journal/diary entries or a letter in character of a slave trying to escape using the Underground Railroad. These letters could detail the experiences and things they would come across on their journey and the hardships they would endure. They would need to make sure they have a distinctive voice in their writing that convinces the reader it is a slave writing the letters. Vivid language will help convince the reader as well.  **Activity 4: Newspaper Article**  This is a piece of writing. Choose either the perspective of a slave owner in the 1800’s or a slave living in the same time period.  Students will need to have some guidance or previous knowledge of how to properly write a newspaper article. Templates are provided for different formats. The ones that already contain writing should be deleted in small chunks as students add their own information to it, don’t delete all the writing at once or the newspaper style format may not work.  Perspective 1: Slave Owner:  \*Your slave has just escaped and you suspect they have attempted meet up on the Underground Railroad to make it to Canada. You decide to print a “Wanted” newspaper ad in the local paper in an attempt to find him/her. Think about what you should include to try to find the escaped slave. You may want to include:  \* a picture, using methods from the time period of how Africans were portrayed  \* a description of the slave  \* a short blurb about where you think they might have gone, your name, if you are offering a reward  Perspective 2: Slave:  \*You have successfully made it to Canada through the Underground Railroad, you are trying to locate your family members who may or may not have made it to Canada as well. You decide to run a newspaper ad in the local paper. Think about what you should include to try to find your missing family member, members.  You may want to include:  \*a picture of your family  \* a description of what they look like, what they might do for work, where they may have gone to in Canada  \*a description of yourself and where you are located in case they are found |