**Post-Activities Grade 6: Ferngully**

In the days following the movie:

|  |  |  |
| --- | --- | --- |
| **Grade** | **Curriculum Expectations** | **Activities** |
| **6** | **Science *Unit: Understanding Life Systems—Biodiversity***  **3.2** demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them  **Language: *Media Literacy***  **1.2** interpret media texts, using overt and implied messages as evidence for their interpretations  **1.3** evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts  **1.4** explain why different audiences (e.g., boys, girls, adults, seniors, various cultural groups) might have different responses to media texts  **2.2** identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience  **3.4** produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques  ***Writing***   * 1. identify the topic, purpose, and audience for a variety of writing forms   **1.4** sort and classify information for theirwriting in a variety of ways that allowthem to view information from differentperspectives and make connectionsbetween ideas  **1.3** gather information to support ideas forwriting, using a variety of strategies anda range of print and electronic resources  **2.1** write longer and more complex texts using a wide range of forms  **2.2** establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences (e.g., use a serious tone in a letter to the editor, a humorous tone in a letter to a friend)  **2.3** use some vivid and/or figurative language and innovative expressions to add interest  **2.5** identify their point of view and otherpossible points of view; determine,  when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate  **Social Studies Unit B. *People and environments: Canada’s interactions with the global community***  **B1.3** explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressed  **The Arts: *Visual Arts***  ***D1.3*** use elements of design in art works to communicate ideas, messages, and understandings  ***D 1.1*** create two and three dimensional works of art that express feelings and ideas inspired by their interests and experiences | **Activity 1: Post Movie Questions**  \*Discuss as a class or have students answer the **Post Movie Questions Grade 6: Ferngully** independently.  **Activity 2: Create Your Own Species** adapted from Scholastic “Animal Adaptations”  **Review:**   * The environment in which an animal lives is called its *habitat.* * In order to survive and thrive in their habitats, animals have developed specific traits that help them cope with the environmental conditions, keep them safe from predators, help them get food, and raise their young. * These animal adaptations have evolved over millions of years and are a response to what traits are advantageous to the survival of the species. * An adaptation is a way that animals become more and more efficient at living in their habitats, meeting their basic daily needs, and staying safe from predators. Ask students if they have ever noticed how certain features of an animal make it well suited to live in a specific environment. Perhaps they have noticed how a bat's echolocation helps it navigate at night or how a poison dart frog warns potential predators with bright colors? * Review the students examples of their chosen animals for their research project—what adaptations did they have, how did they contribute to the biodiversity of their habitat?   After viewing the film and based on what students have learned previously about the animals they researched they will create their own species (plant or animal) that is well suited to live in a habitat (the class or teacher may select a habitat such as the desert, ocean, rainforest, polar region, etc.). The habitat could also be invented but they must think carefully about why the species would live there, what about their species makes it a good fit to live in the habitat they have chosen?  **Creature Creation**  Drawing inspiration from the adaptations of animals the class has studied, invite students to create their own creature for the habitat selected earlier in the lesson. How will this creature survive the environmental stresses of its habitat? How will this creature get food? How will it stay safe from predators? When this creature raises its young, how will it care for them?  **Possible Materials:**   * Glue Sticks * Recycled materials like cardboard boxes, paper tubes, bottles, lids, yogurt containers * Construction paper * Pipe cleaners * Felt * Craft sticks * Wiggly eyes * Feathers * Sequins * Markers * Scissors   Using their choice of materials students will create their own creature that incorporates features they think would help this creature survive and thrive.  \* A criteria/checklist for students is in the **Biodiversity Handout**  **Language *Media Literacy***  **Activity 3: Write a Letter**  \*What makes the rainforest such a special habitat? Why does it matter if it is destroyed?  \*From learned knowledge before and during the movie think about all the species that live in the rainforest—why would it matter if their home was destroyed? What impact would that have on us?  \*Ask students to write a persuasive letter to someone they feel could make a difference in helping the rainforest, they may need to do some research for this part—it could be a company who takes resources from the environment, a government figure, an environmentalist  \*In their letter they must convince this person that the rainforest is worth saving, they must give specific examples and back up their claims with research  \*They could write this letter from their own perspective or from the perspective of a species who lives in the rainforest and that is their home |