**Post-Activities Grade 3: Home**

In the weeks following the movie…

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| **Grade** | **Curriculum Expectations** | **Activities** |
| 3 | **Social Studies A.1 Unit: Heritage and Identity: *Communities in Canada 1780-1850à***  **1.1** describe some of the similarities and differences in various aspects of everyday life (e.g., housing, clothing, food, religious/spiritual practices, work, recreation, the role of children) of selected groups living in Canada between 1780 and 1850  **2.2** gather and organize information on major challenges facing different groups and communities, and on measures taken to address these challenges, using a variety of primary and/or secondary sources  **The Arts: *Visual Art***  **D1.1** create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature  **D1.2** demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic  **D1.4** use a variety of materials, tools, and techniques to respond to design challenges  ***Drama***  **B1.1** engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places  **B1.2** demonstrate an understanding of how the element of time and place can support the development of role  **B1.3** plan and shape the direction of a dramatic play or role play by building on their own and others’ ideas, both in and out of role  **Language: *Media Literacy***  **1.1** identify the purpose and intended audience of some media texts  **1.3** express personal opinions about ideas presented in media texts  **3.4** produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques | **Social Studies/ Media Literacy Language: Activity One: Post-Movie Discussion Question**  **\***Have a discussion with students to complete the KWL chart—what have they learned after the movie? Use the discussion questions to guide the discussion as well as any other questions you might think of  **Activity Two: Letter Writing**  Just like a settler coming to a strange new land the aliens in “Home” travelled from planet to planet not knowing exactly what to expect when they got there. Pretend you are an alien coming to Canada for the first time and write a letter to your family back home about what your journey.  Students can use the **Letter Organizer** template to help them write a letter. You may want to prepare a sample letter ahead of time for them to see.  **Activity Three: Creating Home**  The movie was called “Home,” Boov’s idea of what “Home” is changed through the movie—where did he think was “Home” at first? Where did “Home” end up being at the end? Why?  Students will create a picture or creation of what “Home” looked like to the Early Settlers—think of what the people there will look like, food they might have, what their homes will look like, what jobs they might be doing.  Option 1: Students could do a large picture on manilla paper of their ideas of home to the Early Settlers:  \*using pencil crayons  \*crayons  \*paints  \*pastels  \*or a combination of any of the following above  Option 2: Students can create their home using different classroom materials to create a lifelike, 3D project, using any of the following:  \*plasticine  \*pipe cleaners  \*popsicle sticks  \*pompoms  \*paper  \*glue  \*scissors  \*paint  \*cardboard  Students can present their work at the end and give other students a chance to see what they included that might be different than theirs or different construction methods they might have had and/or have a full class gallery walk to observe their peers work.  **Activity 3: Travelling to a Strange Planet**  Students will brainstorm some ideas of what they might encounter if they were to travel to strange planet like Boov did in Home. They should think of who they might meet, what the environment will look like, traditions of the inhabitants of the planet, what ways it is different or the same as their home.  Get students to fill out the **Five Senses Brainstorm** this is a great way for them to visualize their surroundings in the new planet.  **Option 1**: Students create a “comic” based media text, where they have a series of pictures with few words to describe what is happening in each strip of their comic.  \* Students could do this traditionally using paper, pencils and crayons  \*Students could also use the “Bitstrips” website to create a comic—see the **Bitstrip Setup Information** to see what is involved to get your class set up—depending on how comfortable your students are on the computer may determine whether you want to do this or not (there is also a more detailed **Teachers’ Getting Started Guide** in a PDF document if you want more information)  **Option 2**: Students will act out a scenario from what they have brainstormed—they can do this individually, in pairs, or in small groups. If they are not familiar with the elements of Drama they will need some coaching to properly adopt the role they are playing. |