

## **Time Traveling Suitcase - Writing and Drawing Activity**

This activity introduces the students to the critical components of any story in the universe: The 5Ws! Plus gives them hands on experience creating and illustrating their very own book.

This project is in three sections: Writing the Story, Illustrating the Story and Assembling the Pieces. After the PowerPoint presentation, teachers can continue the learning experience by helping the class write and illustrate a story about Canada's Aboriginal People.

The class as a whole can chose one group, First Nations, Metis or Inuit, to work on together, or individual students can chose a group. Students can incorporate the information they learned from the PPT into their own story. This information includes food, clothing and housing used by each group in early Canada.

### **Class Exercise:**

Using the 5Ws, the class as a team or each student creates a short story. Using the format below, (Writing the Story), to instil the 5Ws in the students' minds, the teacher helps them write the story. Remind the class that every story needs a beginning, middle and end. Also, that the hero/heroine must be put in danger, then get him/herself out of danger to make the story exciting. Explain fact versus fiction in story and that they are creating a story that is fiction, like a fairy tale.

The finished product will be in a triptych design. (See pictures at end.)

The 5W Sheet with answers and the finished story are 'creatively' typed out by teacher for K-1 or printed out by students in grade 2-3. One 8 X 11 page for 5Ws which will be fixed to left side of triptych, with illustration in middle and completed story on 8 X 11 page on left side. See 'Assembling the Pieces' section.

### **1. Writing the Story**

The students decide which group to write about. The teacher then writes the 5Ws, (Who, Where, When, What and Why), in a column on the left side of board leaving room to write answers beside each word. (Leave space above the 5Ws list for a title.)

If students are doing the writing, then they reproduce the 5W column on their page.

**TITLE**  
by  
Student's Name

Who:  
Where:  
When:  
What:  
Why:

The students are asked to answer each 'W', and this answer is written beside the appropriate 'W'. These answers will form the basis of the story with the teacher/student writing it out in paragraph form. The 'WHAT' (*what danger does the hero face*), and 'WHY' (*why is he able to get out of the danger*), answers will form the bulk of the story. The process will run something like this:

WHO: Who is the story about, the HERO. Culturally appropriate name is chosen.

WHERE: Where will our story take place? Students think of where this will happen - works well for the illustration part of this exercise and may be suggested. See 'Illustration Section' below.)

WHEN: When does it take place.

WHAT: What danger will the hero be in? (Students create a scenario where the character is under threat.)

E.G. An Inuit child was out looking at the Northern Lights when a snow storm comes up and he realises he's lost. Suddenly, a polar bear comes over a rocky hill and sees the Inuit child.

WHY: Why was the hero able to get out of this danger? (Why could the child defeat the bear?)

E.G. The polar bear starts to chase the Inuit child. Through the blizzard, the child sees an inukshuk. He runs to the inukshuk which points the way to his village. His seal skin parka is smooth and he slides down the hill to the village where his father and the other hunters get their spears to chase the bear away.

## 2. Illustrating the Story

Students then draw a scene from the story they created, making sure they reflect the characters and events in the story. Usually, the exciting bit is chosen. This should be done on 11 X 14 manila tag with image done lengthwise. (See page 4.)

K-2: Teacher prep involves cutting out props that fit their story, such as inukshuks, trees, teepees, lakes, and clouds from coloured construction paper for each student to glue onto illustration if they choose. The scene is filled in by students gluing on appropriate cut outs and drawing the main characters such as the Inuit boy and the polar bear, a First Nation's girl and a buffalo a Metis boy or girl in a canoe rescuing a friend who is drowning,

## 3. Assembling the Pieces

Once the students finish their illustration they collect the 5Ws sheet and their finished story in preparation for assembly. The student then chooses two pieces of coloured 11 X 14 Kraft paper which have been folded in half by teacher to create a crease down the middle of each sheet. Laying the Kraft paper side by side, the illustration is pasted onto both by gluing to the crease line on each sheet, leaving half of the sheet of Kraft paper on each end. The 5Ws page is glued onto the coloured construction paper to the left of the illustration. The story is glued to these overhanging outside coloured construction paper on the right with the crease acting as a natural fold. These outside sections are then folded in to create a cover which has a split down the middle. Students write their story title on the outside on the left with students name written on right side of folded over Kraft paper. (See Page 4.)

If one story is created by entire class, K-2, this is typed by teacher and copies of 5Ws and Story are printed for each student.

If individual stories were created by each student, grades 2-3, their own work, 5Ws and Story, is glued to the construction paper sides.

The illustration is in the middle section.

Below are illustrations of two kindergarten class stories and the authors with their completed books which were on 'Dinosaurs'.

For 'Canada's Original People and the Time Traveling Suitcase Exercise', the left side would be the 5Ws, while the right side would be the story, the illustration would be in the middle.

## Samples of Kindergarten Stories

3 1 2 1 1 1 1 1 1 1 2 1 3 1 4 1 5 1 6 1 7 1 8 1 9 1 10 1 11 1 12 1 13 1 14 1 1 16 1 17 1 18

**The Dinosaur Picnic Party**

One burning hot day 200,000,000-years-ago, there were some herbivore dinosaurs who were friends. There was a Stegosaurus, a Diplodocus, and a Triceratops. These plant eating dinosaurs wanted to go on a picnic. They started walking in the forest but were soon lost.

Suddenly, a Tyrannosaurus, a Pterodactyl and a Velociraptor jumped out of the bushes and frightened the herbivores. The plant eaters knew that these dinosaurs were ferocious meat eaters.

The herbivores were all very scared, but then the meat eating dinosaurs did something strange. They offered to show the herbivores where there was a great campsite.

The plant eaters followed the carnivores to a blue lake where there was a nice beach to make dinosaur sandcastles. There was also a trampoline to jump on.

All the dinosaurs became friends and had pizza, hot dogs and a cake. They also had music and presents for everyone.

The pterodactyl was so happy he flew into the clouds and touched the sky.

3 1 2 1 1 1 1 1 1 1 2 1 3 1 4 1 5 1 6 1 7 1 8 1 9 1 10 1 11 1 12 1 13 1 14 1 1 16 1 17 1 18

**Attack of the Bad Dinosaurs**

One day 200,000,000-years-ago, there were some herbivore dinosaurs who lived near a volcano. There were different kinds of these plant eating dinosaurs: a Brachiosaurus, a Diplodocus, a Triceratops and a Stegosaurus.

These peaceful dinosaurs had babies and eggs not yet hatched.

One night two sneaky carnivores crept into the place where the herbivores were sleeping. There were very bad meat eating dinosaurs – a Tyrannosaurus Rex and a Pterodactyl.

These meat eaters tried to steal the baby dinosaurs and eggs so they could eat them.

The Tyrannosaurus Rex made some noise and the plant eating dinosaurs woke up. They started to fight the carnivores. The Triceratops used its three horns to poke the T-Rex and the Stegosaurus hit the big meat eater with the spikes in its tail. The Brachiosaurus spit poison venom at the Pterodactyl.

All the herbivores worked together to chase the bad dinosaurs across the river and they were never allowed back.

With everyone safe, the Herbivores and their babies had a party to celebrate.

# Finished Book

