



# 25 ChatGPT Prompts to Help You Teach with the Movies

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*A Smarter Way to Teach With Movies*

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# TEACHING WITH THE MOVIES



This guide is designed to help you create engaging learning experiences for students of all ages. You can modify these prompts by adding the movie your students have watched and the grade level of your students, as well as specific curriculum goals.

These chatbot prompts are organized into five categories: Formative Assessment, Promoting Discussion, Background Knowledge, Research Inspiration, and Cross-Curricular Connections. As you teach with the movies this year, each prompt can help you create engaging and impactful learning experiences for your students.

**Access ChatGPT here:** <https://chat.openai.com/>

**Note:** *These prompts will also work with popular chatbots like Claude, Gemini, and Perplexity.*

## Special Reminder

Head to Swank K-12's Streaming website to learn more about streaming options for your school or district, as well as top suggested movies by subject area and additional lesson plans.

# GENERATE MOVIE IDEAS

*What movie will you teach with?*

*You might already have a movie title in mind, but if you're not sure where to start, try this prompt:*

Make a list of movies I can use to help my **[grade]** students better understand **[topic]**. Provide a one sentence description of how the movie connects to what students are learning.



*Find the best movies for your students*

Head to: [swank.com/k-12-streaming/movies](https://swank.com/k-12-streaming/movies)



# PROMPT ENGINEERING

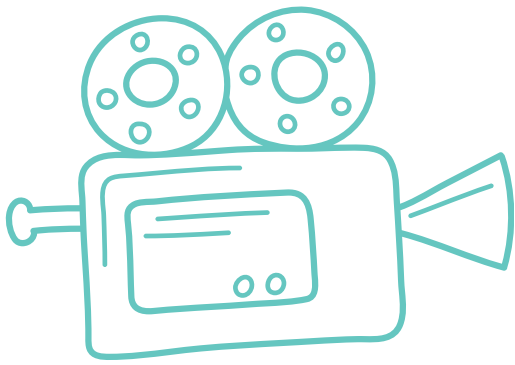
Prompt engineering is a technique used to design and refine the instructions or queries given to an artificial intelligence (AI) system, like ChatGPT, to produce a specific desired outcome or response. This process involves crafting prompts that effectively communicate your intent so the AI will generate content that aligns with your goals.

- **Format:** Specify the format you want the AI to use for its response, such as a list, table, or structured paragraph. This helps tailor the output to suit the intended use case or presentation style.
- **Context:** Provide background information or context to the AI. For example, mentioning the student's interests, grade level, or specific learning objectives can lead to more relevant responses when creating educational material.
- **Follow-up:** If the initial response from the AI does not fully meet your expectations, use follow-up prompts to refine the request. You can ask for the information to be presented in simpler language or specify a different angle or perspective on the topic.



# FORMATIVE ASSESSMENT

Use these prompts to assess comprehension either mid-viewing or after students have finished watching a film in your class.



# Formative Assessment

My students are in **[grade]** and just watched **[movie title]**. Give me ten multiple-choice questions I can use to check their comprehension of key plot points and characters. Make sure to provide the correct answers and a justification for why that answer is correct.

Create a short quiz with five open-ended questions I can give my **[grade]** students after they watch **[movie title]**. The questions should assess their understanding of the main themes and character motivations. Provide sample responses for the questions.

After viewing **[movie title]**, my **[grade]** students will write a response analyzing a key theme in the film and explaining its significance. Provide a list of themes for this movie and a rubric I can use to grade their responses.

I am a **[grade]** teacher, and my students are working to master **[literacy skill]**. My students are creating visual art projects inspired by **[movie title]**. Give me some example projects and a checklist of five to ten criteria I can use to give them feedback on their project. See sample on page 17 for *Cloudy with a Chance of Meatballs*.

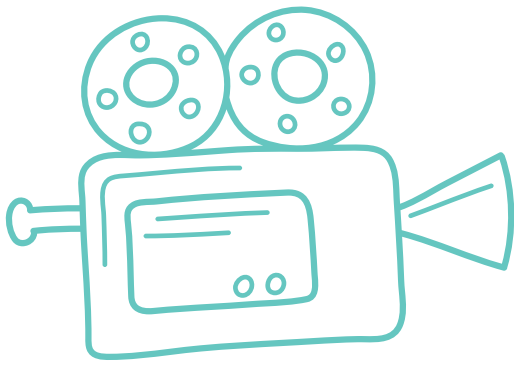
My **[grade]** students are giving presentations about the use of metaphor in **[movie title]**. Provide five things I should ask them to include in their presentation. One of our big goals for this year is to **[add a goal]**.



# PROMOTING DISCUSSION

Use these prompts to stimulate discussions among students about their observations and thoughts during a movie-watching experience.





# Promoting Discussion

Generate a list of ten higher-order discussion questions about **[movie title]** that promote critical thinking skills for **[grade]** students. Include prompts about themes, symbolism, key vocabulary, etc. See sample on [page 18 for \*October Sky\*](#).

After watching **[movie title]**, my **[grade]** students will participate in a Socratic seminar discussion. Give me five deep questions to start the conversation and promote thoughtful dialogue about **[theme]**. See [sample on page 19 for \*Just Mercy\*](#).

After viewing **[movie title]**, I want my **[grade]** students to get into pairs and debate whether characters made the right decision at the climax of the movie. Make a table with the main characters' names in one column, a column for a question to debate about that character's position, and two columns, each with three points for each side they can use.

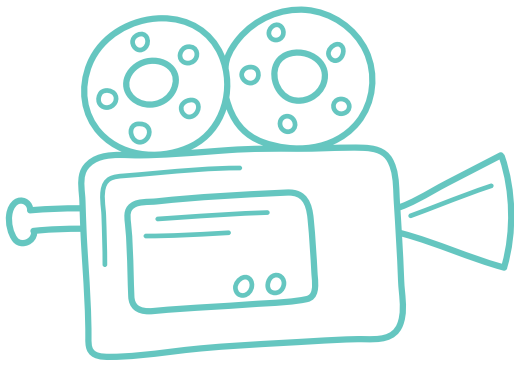
Have **[grade]** students discuss what inspired the director's creative choices in **[movie title]** based on their knowledge of film history and techniques. List three to four techniques for context and an example I can share with them to start their discussion.

My **[grade]** students are discussing character motivations in **[movie title]**. Provide four contrasting theories they can debate regarding the protagonist's actions.



# BACKGROUND KNOWLEDGE

Use these prompts to guide the creation of activities that prepare students for success, offering them before you collectively watch a movie.



# Background Knowledge

My students are watching **[movie title]** set during **[time period]**. Write a brief overview of the key historical context they need to know beforehand that I can share with my **[grade]** students to provide background information that will help them better understand this time period. See sample on page 20 for *Spare Parts*.

Before viewing **[movie title]** featuring **[music genre]**, I want to give students a quick introduction to the musical artists, styles, and cultural influence at the time. Give me a two-paragraph overview of popular music at the time and suggest five songs I can share with my **[grade]** students to introduce them to this genre.

Provide a short glossary of five terms or references students will come across in **[movie title]** that require an explanation of their meaning and significance. Put the definitions in language that is friendly for **[grade]** students.

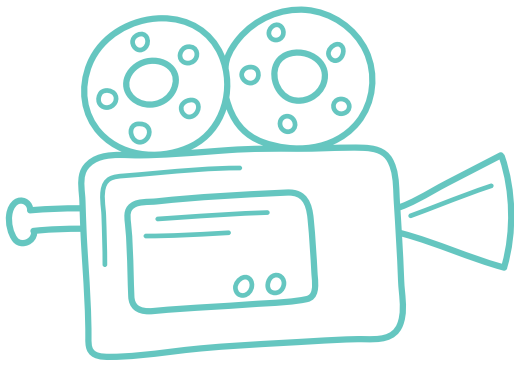
My **[grade]** students are watching **[movie title]** set in **[location]**. Give five interesting facts about the geography, culture, and history of this place that will enrich their viewing experience.

I am going to show **[movie title]** to my **[grade]** students. This movie draws inspiration from **[author/other work]**. Give a short summary of **[author/work]** and why it's creatively connected to the themes and style of this film.



# RESEARCH INSPIRATION

Use these prompts to create activities that draw on a student's movie-watching experience, fostering deeper exploration and inquiry.



# Research Inspiration

After watching **[movie title]**, I want my **[grade]** students to research the real historical figure **[character]** is based on. Make a list of questions about that person I can share with students to help them start their investigation. See sample on page 21 for *Selma*.

My **[grade]** students have just finished watching **[movie title]**. Make a table with five related topics they can research and three places they can go to learn more. Please include a combination of video, audio, and text resources.

After enjoying the music in **[movie title]**, I now want my **[grade]** students to research the biography of **[composer/artist name]** and explain their creative process and notable works. Create an exemplar for this project that I can share with students that includes **[criteria]**.

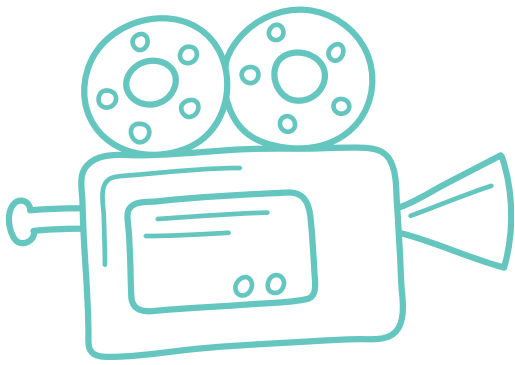
We have just finished watching **[movie title]** in my **[grade]** class. Now, I want students to interview family or community members about their experiences with historical events portrayed in **[movie title]**. Make a list of five example questions they can ask someone about this period of time.

My **[grade]** students viewed **[movie title]** exploring themes like **[theme]**. I want them to continue exploring this theme in literature. Make a list of books they can choose from that also connect to this theme. Include a sentence about each book that will interest a potential reader that I can share with them.



# CROSS- CURRICULAR CONNECTIONS

Use these prompts to bridge a student's experience of watching movies with the material covered across different academic subjects.



# Cross-Curricular Connections

My **[grade]** students viewed **[movie title]** featuring **[discovery/invention]**. I want them to research the science behind **[discovery/invention]** using academic sources to learn more about how it works. Write a description for a task for this research project that includes a checklist of five things they should include in their final project. [See sample on page 20 for \*Spare Parts\*.](#)

After enjoying **[movie title]** set in **[country]**, I want my **[grade]** students to research fascinating facts about the culture, language, or geography of that place to share with the class. Give me a list of five ways students can share what they learn as a final project.

My **[grade]** students read **[novel]**, which shares similarities to **[movie title]** in terms of **[element]**. Make a list of journal prompts I can share with them to write about the connections between literature and the movie they watched.

In math class, my **[grade]** students are learning about **[concept]** as it relates to **[standard]**. Make a list of connections between **[movie title]** and what students are learning in my math class. [See sample on page 22 for \*Big Hero 6\*.](#)

I want to make a connection for my **[grade]** students between physical education class and **[movie title]**. Make a list of moments from the movie that connect to a topic like fitness and nutrition.

# PRO TIPS

Take your ChatGPT Prompts to the next level with these favorite pro tips for teachers.



## Give an example

If you have one idea but want help generating more, share your example with ChatGPT and say, "Here is one idea I am thinking of. Give me five more ideas like this."



## Add vocabulary

When asking ChatGPT to help craft project instructions, checklists, or expectations, share vocabulary words you expect students to include in their responses.



## Ask for recommendations

ChatGPT is great at giving recommendations. Share a movie your students have enjoyed in the past and ask for recommendations for similar movies that connect to upcoming curriculum goals.



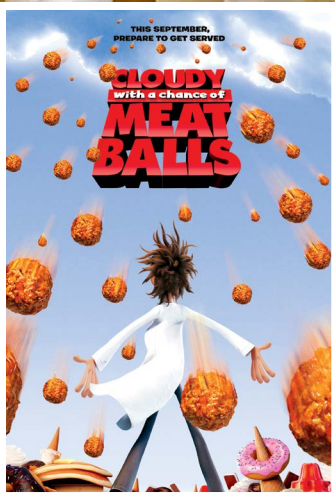


# Sample Lesson Plans

Want to see these prompts in action?  
See sample lesson plan and teaching  
activities for popular K-12 films.

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# Lesson Plan

**Movie:** CLOUDY WITH A CHANCE OF MEATBALLS

**Grade Level:** 2nd grade **Subject Area:** Literature **Activity:** Visual Art Project

## PROMPT:

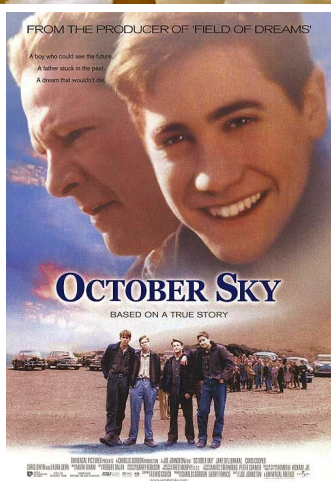
I am a 2nd grade teacher, and my students are working to master comparing two versions of a story. My students are creating visual art projects inspired by "Cloudy with a Chance of Meatballs". Give me some example projects & a checklist of five to ten criteria I can use to give them feedback on their project.

## Example Projects:

- 1. Food Weather Collage:** Students create a collage depicting scenes from the story where food falls from the sky. They can use a variety of materials such as colored paper, fabric scraps, magazine cutouts, and stickers to represent different types of food raining down on the town of Chewandswallow.
- 2. Character Puppets:** Students make paper bag puppets of their favorite characters from the story, such as Flint Lockwood, Sam Sparks, or the townspeople. They can decorate the puppets with markers, crayons, and construction paper to bring the characters to life.
- 3. Storybook Illustrations:** Students illustrate their favorite scenes from the book using crayons, markers, or colored pencils. They can create a series of drawings to retell the story visually, focusing on key moments like the giant pancake or the spaghetti tornado.
- 4. Food Mobile:** Students create a hanging mobile featuring various foods inspired by the story. They can cut out food shapes from colored paper or craft foam and attach them to strings or yarn suspended from a coat hanger or wooden dowel. The mobile can be displayed in the classroom to show different food weather phenomena.
- 5. Mixed Media Artwork:** Students use a combination of materials such as paint, collage, and drawing to create mixed media artwork inspired by the story. They can experiment with different textures and techniques to represent the whimsical world of Chewandswallow, combining realistic and imaginative elements in their compositions.
- 6. Food Sculptures:** Students sculpt their favorite foods from the story using modeling clay or playdough. They can mold foods like giant meatballs, spaghetti, and ice cream cones, then paint them with acrylic or tempera paint to add color and detail.
- 7. Storybook Diorama:** Students create a three-dimensional diorama depicting a scene from the story inside a shoebox or small cardboard box. They can use craft materials, small figurines, and paper cutouts to build the scene, adding details like buildings, trees, and food falling from the sky.
- 8. Food Collage Self-Portraits:** Students create self-portraits using collage techniques, but with a twist - they incorporate food items into their portraits to represent the food weather phenomenon. They can use pictures of food cut from magazines or draw their own food items to include in their artwork.

## Grading Checklist:

- 1. Representation of Story Elements:** Are key elements of the story accurately represented in the artwork, such as the town of Chewandswallow, the food weather phenomena, and the characters?
- 2. Comparison of Versions:** Does the artwork effectively convey differences between the two versions of the story? Look for visual cues that highlight differences in plot, characters, or settings between the original book and the movie adaptation.
- 3. Creativity and Originality:** Does the artwork demonstrate creative interpretation and original ideas inspired by the story? Encourage students to express their own unique perspectives and artistic styles in their projects.
- 4. Attention to Detail:** Evaluate the level of detail and craftsmanship in the artwork. Look for evidence of careful observation and execution, such as intricate designs, textures, and shading.
- 5. Use of Color and Imagery:** Assess the use of color and imagery to convey mood, atmosphere, and storytelling. Look for vibrant colors, expressive illustrations, and imaginative depictions of the story's fantastical elements.
- 6. Inclusion of Key Scenes:** Are important scenes from the story represented in the artwork? Encourage students to choose scenes that are pivotal to the plot or memorable to them personally.
- 7. Clear Communication of Ideas:** Can viewers easily understand the message or theme conveyed by the artwork? Look for clarity in storytelling and effective communication of ideas through visual elements.
- 8. Engagement with the Text:** Does the artwork demonstrate a deep understanding of the story and its themes? Look for evidence of engagement with the text, such as thoughtful interpretations and connections to the characters and events.
- 9. Craftsmanship and Presentation:** Evaluate the overall craftsmanship and presentation of the artwork, including neatness, organization, and attention to detail in the composition.
- 10. Personal Reflection and Expression:** Encourage students to include a brief reflection or artist statement explaining their creative choices and what they enjoyed most about working on the project. This allows for personal expression and self-assessment.




# Lesson Plan

**Movie:** OCTOBER SKY **Grade Level:** 8th grade

**Subject Area:** Science and multiple **Activity:** Discussion Questions

## PROMPT:

Generate a list of ten higher-order discussion questions about the movie "October Sky" that promote critical thinking skills for 8th grade students. Include prompts about themes, symbolism, key vocabulary, etc.



- STEM Exploration:** Discuss the scientific and engineering principles involved in building and launching rockets, as depicted in the movie. How do Homer and his friends apply STEM (Science, Technology, Engineering, and Mathematics) concepts to their rocketry project, and what real-world applications can be drawn from their experiences?
- Theme Exploration:** How does the theme of pursuing one's dreams resonate throughout the movie? What obstacles do the characters face in their pursuit of their dreams, and how do they overcome them?
- Character Motivations:** Analyze the motivations of the main character, Homer Hickam, and other key characters such as his father, friends, and teachers. How do their motivations drive the plot forward, and how do they evolve throughout the story?
- Symbolism Interpretation:** Discuss the symbolism of the rocket and its significance in the story. What does the rocket symbolize for Homer and the people of Coalwood? How does its meaning change over the course of the movie?
- Conflict Resolution:** Examine the various conflicts in the movie, including those between Homer and his father, Homer and his classmates, and the townspeople and the coal company. How are these conflicts resolved, and what lessons can be learned from the characters' experiences?
- Historical Context:** Explore the historical backdrop of the movie, set during the Cold War era in the late 1950s. How does the socio-political climate of the time influence the characters' lives and aspirations? What parallels can be drawn between the challenges faced by the characters and the broader historical context?
- Ethical Dilemmas:** Consider the ethical dilemmas presented in the movie, such as Homer's decision to pursue his passion for rocketry despite opposition from his father and community. How do the characters navigate these ethical dilemmas, and what are the consequences of their choices?
- Character Growth and Development:** Track the growth and development of Homer and other characters throughout the movie. How do their experiences, successes, and failures shape their personal growth and identities? What lessons do they learn about perseverance, resilience, and self-discovery?
- Cultural Identity:** Explore the cultural identity of the mining town of Coalwood and its impact on the characters' lives. How does the setting shape their values, beliefs, and sense of community? How do cultural differences and societal expectations influence the characters' choices and relationships?
- Future Implications:** Reflect on the movie's message about the importance of education, innovation, and following one's dreams. How do the themes and lessons of "October Sky" apply to students' own lives and aspirations? What can they learn from Homer's journey about the power of determination and the pursuit of excellence?



# Lesson Plan

## Movie: JUST MERCY

Grade Level: 12th grade Subject Area: Sociology Activity: Discussion

### PROMPT:

After watching "Just Mercy," my 12th grade students will participate in a Socratic seminar discussion. Give me five deep questions to start the conversation and promote thoughtful dialogue about system injustice and community activism.

#### Question 1:

"In 'Just Mercy,' we see instances of systemic injustice within the criminal justice system. How do these examples shed light on broader issues of inequality and discrimination in our society?"

#### Question 2:

"Bryan Stevenson and the Equal Justice Initiative (EJI) work tirelessly to challenge wrongful convictions and advocate for those unfairly treated by the justice system. What are the ethical considerations and challenges faced by individuals and organizations engaged in this type of activism?"

#### Question 3:

"Throughout the film, we witness the power of community activism and solidarity in seeking justice. How does community mobilization play a role in addressing systemic injustices, and what are the barriers to collective action in these contexts?"

#### Question 4:

"In 'Just Mercy,' Bryan Stevenson confronts deep-seated prejudices and biases that contribute to wrongful convictions and harsh sentencing. How can we as individuals and as a society work to recognize and combat implicit biases within our institutions and communities?"

#### Question 5:

"The concept of 'just mercy' implies a pursuit of justice tempered with compassion and empathy. How does the film challenge us to reconsider our notions of justice and mercy, particularly in the face of systemic oppression and inequality?"

**These questions will encourage your 12th-grade students to engage in critical reflection, empathetic dialogue, and meaningful exploration of the themes of systemic injustice and community activism presented in "Just Mercy."**





# Lesson Plan

**Movie:** SPARE PARTS **Grade Level:** 7th grade

**Subject Area:** History, Science **Activity:** Background Knowledge, Cross-Curricular Connections

## PROMPT 1:

My students are watching “Spare Parts” set during the early 2000s. Write a brief overview of the key historical context they need to know beforehand that I can share with my 7th grade students to provide background information that will help them better understand this time period.

- 1. Technology Boom:** The early 2000s saw rapid advancements in technology, particularly in the fields of computers, telecommunications, and the internet. This era marked the rise of personal computers, cell phones, and the increasing prevalence of internet access in homes and schools.
- 2. Post-9/11 World:** The terrorist attacks of September 11, 2001, had a profound impact on global politics, security measures, and public consciousness. The United States experienced heightened security measures, increased surveillance, and military interventions overseas, shaping the geopolitical landscape of the early 2000s.
- 3. Economic Trends:** The early 2000s were characterized by economic fluctuations, including the dot-com bubble burst in 2000 and subsequent economic recession. However, there were also periods of economic growth and innovation, particularly in sectors such as finance, technology, and real estate.
- 4. Cultural and Social Changes:** The early 2000s saw shifts in popular culture, music, fashion, and entertainment. Reality television gained prominence, social media platforms like MySpace and Facebook emerged, and trends such as low-rise jeans and boy bands were popular among teenagers.
- 5. Education and Immigration:** The early 2000s saw debates and policy discussions around education reform, immigration, and workforce development. Issues such as access to quality education, STEM (Science, Technology, Engineering, and Mathematics) education, and opportunities for immigrant communities were prominent topics of discussion.
- 6. Robotics and STEM Education:** The early 2000s marked a growing interest in robotics and STEM education (Science, Technology, Engineering, and Mathematics). Schools and organizations began to emphasize the importance of STEM skills for future careers and innovation, leading to initiatives to promote robotics competitions and programs.
- 7. Immigration and Diversity:** The early 2000s were characterized by increasing diversity and immigration in the United States. The film “Spare Parts” highlights the experiences of undocumented immigrant students participating in a robotics competition, shedding light on issues of immigration policy, access to education, and the contributions of immigrant communities.

## PROMPT 2:

My 7th grade students viewed “Spare Parts” featuring robots. I want them to research the science behind robots using academic sources to learn more about how it works. Write a description for a task for this research project that includes a checklist of five things they should include in their final project

## Project Checklist:

- 1. Overview of Robotics:** Provide a comprehensive overview of robotics, including a definition of what constitutes a robot, its purpose, and its significance in modern society. Explain the role of robotics in industries such as manufacturing, healthcare, exploration, and entertainment.
- 2. Robot Components:** Identify and describe the key components of a robot, such as sensors, actuators, processors, and power sources. Explain how each component contributes to the robot's functionality and performance.
- 3. Mechanical Design:** Explore the mechanical design and structure of robots, including their locomotion mechanisms, manipulators, and end-effectors. Discuss different types of robot configurations, such as wheeled, legged, aerial, and underwater robots.
- 4. Control Systems:** Investigate the control systems used in robots to enable autonomous or teleoperated operation. Discuss concepts such as feedback control, navigation algorithms, and artificial intelligence (AI) techniques employed in robotic systems.
- 5. Applications and Impacts:** Examine the diverse applications of robotics across various fields, such as manufacturing, healthcare, space exploration, agriculture, and disaster response. Discuss the potential benefits and ethical considerations associated with the widespread adoption of robotics in society.



# Lesson Plan

**Movie: SELMA**

**Grade Level: 12th grade Subject Area: History Activity: Research**

## PROMPT:

After watching the movie “Selma,” I want my 12th grade students to research the real historical figure Martin Luther King is based on. Make a list of questions about that person I can share with students to help them start their investigation.

### 1. Biographical Information:

- What is the full name of the historical figure?
- When and where was he born?
- What were his parents' names and occupations?
- What significant events shaped his early life and upbringing?

### 2. Education and Influences:

- Where did the historical figure receive his education?
- Who were his mentors or influential figures during his formative years?
- How did his educational background and personal experiences shape his beliefs and activism?

### 3. Role in Civil Rights Movement:

- What role did the historical figure play in the civil rights movement?
- What were his key contributions, initiatives, or strategies?
- What organizations or movements was he associated with?

### 4. Major Accomplishments and Contributions:

- What are some of the major accomplishments or milestones in his activism and leadership?
- How did he contribute to advancing the cause of civil rights and social justice?
- What impact did his efforts have on American society and the broader civil rights movement?

### 5. Key Speeches and Writings:

- What are some of the historical figure's most famous speeches or writings?
- What themes, messages, or calls to action are prominent in his speeches and writings?
- How do his words continue to resonate and inspire people today?

### 6. Challenges and Obstacles:

- What challenges and obstacles did the historical figure face in his activism?
- How did he respond to resistance, opposition, and adversity?
- What personal sacrifices did he make in pursuit of his goals?

### 7. Legacy and Impact:

- What is the historical figure's legacy and lasting impact on American society and the world?
- How are his teachings, principles, and methods reflected in ongoing struggles for civil rights and social justice?
- How is he remembered and honored today?

### 8. Criticism and Controversies:

- Was the historical figure subject to criticism or controversy during his lifetime?
- What were some of the criticisms leveled against him, and how did he address them?
- How do scholars and historians evaluate his legacy in light of these criticisms?

### 9. Personal Life and Character:

- What insights can be gained from examining the historical figure's personal life, relationships, and character traits?
- How did his faith, family, and personal values influence his activism and leadership style?

### 10. Comparisons to Martin Luther King Jr.:

- In what ways do the historical figure's experiences and approach to activism compare to those of Martin Luther King Jr.?
- What similarities and differences can be observed between the two figures in terms of their backgrounds, strategies, and legacies?





# Lesson Plan

## Movie: BIG HERO 6

Grade Level: 4th grade Subject Area: Math Activity: Visual Art Project

### PROMPT:

In math class, my 4th grade students are learning about geometry as it relates to core standards. Make a list of connections between "Big Hero 6" and what students are learning in my math class. Please also provide some activities related to these learning goals.

### Mathematical concepts related to the film:

- Shapes and Figures:**
  - Identify and classify different geometric shapes present in the movie, such as rectangles, squares, triangles, circles, and cylinders.
  - Discuss the properties of these shapes, including the number of sides, angles, and vertices they have.
- Symmetry:**
  - Explore the concept of symmetry by examining the design and architecture of San Fransokyo, the fictional city in "Big Hero 6." Students can identify symmetrical buildings, bridges, and other structures.
  - Discuss bilateral symmetry (mirror symmetry) and rotational symmetry as they relate to the patterns and designs seen throughout the movie.
- Spatial Reasoning:**
  - Analyze the spatial relationships between objects and characters in different scenes of the movie. Students can discuss concepts such as proximity, orientation, and relative position.
  - Use scenes involving action sequences or flight to discuss concepts like distance, direction, and spatial transformations (e.g., translations, rotations).
- Measurement:**
  - Explore measurement concepts by discussing the size, scale, and dimensions of objects and characters in the movie. Students can estimate and compare the heights, lengths, and widths of buildings, robots, and other elements.
  - Discuss units of measurement (e.g., inches, feet, meters) and conversions as they relate to the size of Baymax and other characters.
- Angles and Lines:**
  - Identify angles and lines in various scenes of the movie, such as the angles formed by buildings or the lines of motion during action sequences.
  - Discuss types of angles (e.g., acute, obtuse, right angles) and their characteristics, as well as parallel and perpendicular lines.
- Geometric Transformations:**
  - Discuss geometric transformations such as reflections, rotations, and translations as they relate to the movement and transformations of characters and objects in the movie.
  - Use scenes involving the creation or modification of inventions and gadgets to discuss transformations of shapes and structures.
- Patterns and Tessellations:**
  - Explore patterns and tessellations present in the movie's animation and design elements. Students can identify repeating patterns and shapes in backgrounds, clothing, and technology.
  - Create tessellation patterns inspired by the futuristic and technological themes of "Big Hero 6."

### Activities:

- Shape Scavenger Hunt:**

Before watching the movie, provide students with a list of geometric shapes to look out for, such as rectangles, squares, circles, and triangles. As they watch the movie, students can keep track of how many times they spot each shape and jot down where they see them occurring in the scenes.
- Character Symmetry Sketches:**

Have students select a character from "Big Hero 6" and sketch their outline on a piece of paper. Then, ask them to draw the line(s) of symmetry on the sketch to demonstrate the character's symmetry. Students can compare their sketches and discuss the different types of symmetry present in the characters.
- Measurement Estimation:**

Pause the movie at various points and ask students to estimate the size or dimensions of objects or characters shown on the screen. They can use reference points and their knowledge of measurement units to make educated guesses. After estimating, discuss and compare their estimations with the actual measurements.
- Angle Detective:**

Assign students the role of "angle detectives" and ask them to identify different types of angles (e.g., acute, obtuse, right angles) as they appear in scenes throughout the movie. Students can record their observations on a worksheet or in a notebook, noting the angle type and where it occurs.
- Transformation Exploration:**

Before watching the movie, introduce the concept of geometric transformations such as reflections, rotations, and translations. During the movie, have students identify instances of transformations that occur, such as Baymax's movements, the flight paths of characters, or the transformations of gadgets and inventions.
- Pattern Puzzles:**

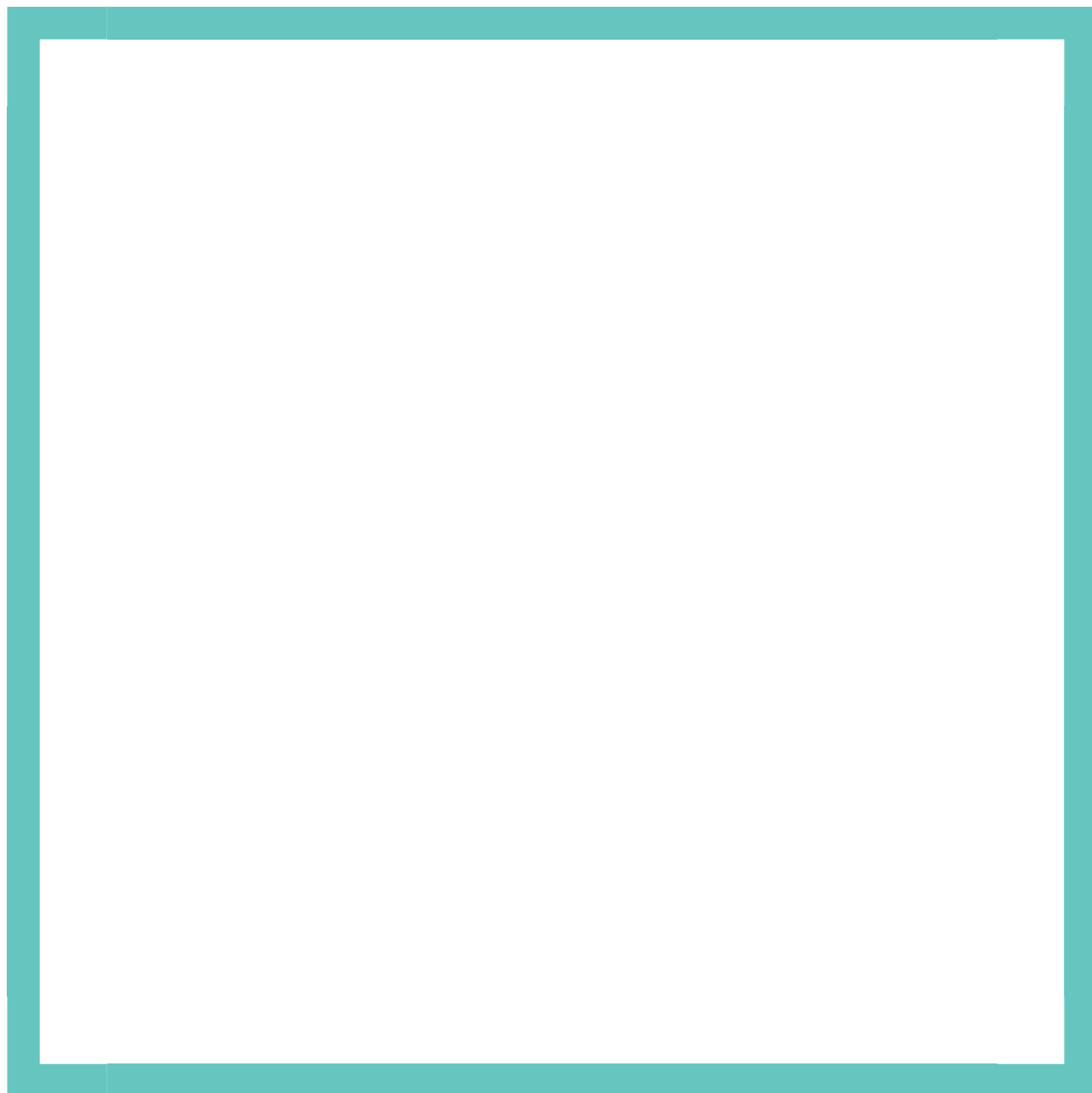
Challenge students to identify and describe patterns they observe in the backgrounds, clothing, and technology featured in the movie. After watching, provide students with pattern puzzle sheets where they can continue the patterns or create their own tessellations inspired by the movie's designs.
- Geometry Journal:**

Provide students with a geometry journal where they can jot down observations, sketches, and reflections related to geometry concepts they encounter while watching the movie. Encourage them to record specific scenes, shapes, angles, and transformations they notice and write about how they relate to what they're learning in class.
- Discussion and Reflection:**

Pause the movie at key points to engage students in discussions about the geometry concepts they've observed. Encourage them to reflect on how these concepts are represented in the movie and how they connect to their learning goals in math class.

# NOTES.

*Add your thoughts, ideas & questions!*

A large, empty rectangular box with a teal border, intended for taking notes. The box is centered on the page and occupies most of the lower half of the slide.