



## ***Abe* Education Screening**

Dear Teachers,

Welcome to the Milwaukee Film Education Screenings! We are delighted to have you and thankful that so many Milwaukee-area teachers are interested in incorporating film into the classroom!

So that we may continue providing these opportunities, we do require that your class **complete at least one activity** in conjunction with the screening of *Abe*, directed by Fernando Grostein Andrade. Your cooperation ensures that we're able to continue applying for funding to bring in these films and offer them to you (and literally thousands of students) at such a low cost.

This packet includes several suggestions of activities, discussion questions, and a **special event at MPL Mitchell Street Branch Cargill Community Kitchen built around *Abe*** (see Curriculum Packet Contents for details) that fulfill a variety of Common Core Standards. Let us know if you need a different file format! Feel free to adapt and modify the activities for your own classroom. Students could also simply journal, blog, or write about their experience.

You can send evidence of the work you did to integrate the film into your classroom electronically or by mail. This could include: links to online content, Google Drive folders, scanned material, photocopied or original student work concerning the film/film-going experience or even your own anecdotal, narrative accounts. **We should receive this evidence of your integration of the film into your classroom by December 31, 2019.** All of what you send us will help us write and fulfill the grants that allow us to bring these films to you and your students at such a low cost. We may also post some of the best work on our website (with students' first names and school only) later in the semester (if you would prefer we not share your students' work publicly, please let us know).

**There is an Essay Contest in this packet!** Submit writing from your students in response to the standard prompt we offer here by Tuesday December 31, 2019 for consideration. A panel of judges will select the best essay and a runner-up in each grade range to receive a bookstore gift certificate as a prize. See the Essay Contest handout in this packet for more details.

Send student work or evidence via email to [marielle@mkefilm.org](mailto:marielle@mkefilm.org) or by mail to:

Milwaukee Film  
Attn: Marielle Allschwang, Education Manager  
1037 W. McKinley Ave, Suite 200  
Milwaukee, WI 53205

All screenings of *Abe* with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards for Speaking and Listening: SL6.1-6, SL7.1-6, SL8.1-6. We have also included the following National Core Arts Standards in Media Arts: MA:Cr1.1.6, MA:Cr1.1.7, MA:Cr1.1.8, MA:Pr4.1.6, MA:Pr4.1.7, MA:Pr4.1.8, MA:Pr5.1.6, MA:Pr5.1.7, MA:Pr5.1.8, MA:Re7.1.6, MA:Re7.1.7, MA:Re7.1.8, MA:Re8.1.6, MA:Re8.1.7, MA:Re8.1.8

Thanks again, and we'll look forward to seeing you next year!

Cara Ogburn  
Programming & Education Director, Milwaukee Film



## **Abe Curriculum Packet Contents**

### **Pre-Screening Activity: Abe**

This activity is intended to be done prior to attending the Education Screening of *Abe*. This pre-screening activity introduces the concept of the film to students via the film's official trailer and Sundance website. Engaging students in a discussion of the film before seeing the entire feature allows students to gain familiarity with the film, understand the concept of the film, recognize story elements such as character and problem, make predictions, and raise their engagement level as active thinkers while viewing the film.

*English Language Arts*

**Common Core Standards** – RL6.1, RL6.3, RL6.7, RL7.1, RL7.3, RL7.7, RL8.1, RL8.3, RL8.7, W6.3, W6.4, W7.3, W7.4, W8.3, W8.4, SL6.1-6, SL7.1-6, SL8.1-6

### **Writing a Movie Review: Two Thumbs Up?**

This activity involves composition of a film review for *Abe*. By viewing a film, reading various film reviews, and writing their own, students will deeply engage their media literacy and higher order thinking skills.

*English Language Arts*

**Common Core Standards** – RL6.1, RL6.2, RL6.3, RL6.5, RL7.1, RL7.2, RL7.3, RL7.5, RL8.1, RL8.2, RL8.3, RL8.5, W6.1, W6.4, W6.5, W6.7, W7.1, W7.4, W7.5, W7.7, W8.1, W8.4, W8.5, W8.7, SL6.1-6, SL7.1-6, SL8.1-6

### **Film Reflection: The Head, The Heart, and The Gut**

Students will reflect on a part of the film that appealed to their "head, heart, and/or gut"? What questions do they still have? What emotions did they experience watching the film? This activity provides the opportunity to express their responses to the film.

*English Language Arts*

**Common Core Standards** – RL6.1-4, RL6.7, RL7.1-4, RL7.7, RL8.1-4, RL8.7, W6.1, W6.5, W6.8, W7.1, W7.5, W7.8, W8.1, W8.5, W8.8, SL6.1-6, SL7.1-6, SL8.1-6, MA:Cr1.1.6, MA:Cr1.1.7, MA:Cr1.1.8, MA:Pr4.1.6, MA:Pr4.1.7, MA:Pr4.1.8, MA:Pr5.1.6, MA:Pr5.1.7, MA:Pr5.1.8, MA:Re7.1.6, MA:Re7.1.7, MA:Re7.1.8, MA:Re8.1.6, MA:Re8.1.7, MA:Re8.1.8

### **Director and Actor Interviews: A Behind The Scenes Look at The Making of Abe**

Students will have the opportunity to go "behind the scenes" to hear what Director Fernando Grostein Andrade and Lead Actor Noah Schnapp (recognizable from the Netflix series *Stranger Things*) have to say in interviews about the inspirations and creation of *Abe*. This activity helps students think about how real life can influence stories seen on screen, as characters and storylines reflect the filmmakers' actual lived experiences.

*English Language Arts*

**Common Core Standards** – RL6.1-3, RL6.4, RL6.6, RL7.1-3, RL7.4, RL7.6, RL8.1-3, RL8.4, RL8.6, SL6.1-6, SL7.1-6, SL8.1-6

### **The Israeli-Palestinian Conflict: Religion, Politics, and History With Deep Roots**

This activity introduces the Israeli-Palestinian conflict to students in an accessible, unbiased way. Students will learn the history of the conflict, see the conflict from both an Israeli and Palestinian perspective, and think about how the conflict could be resolved peacefully and fairly.

*English Language Arts/Social Studies*

**Common Core Standards** – RI6.1-4, RI6.8, RI7.1-4, RI7.8, RI8.1-4, RI8.8, W6.2, W6.9, W7.2, W7.9, W8.2, W8.9, SL6.1-6, SL7.1-6, SL8.1-6

**SPECIAL EVENT: Food Stories with Maya Ophelia's:** Join the chefs of vegan, from scratch food pop-up Maya Ophelia's for a storytelling & cooking workshop. More details in the flyer on the following page →

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→ **Teachers:** Photocopy the flyers below & cut along the dotted lines to distribute to your class!

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### **SPECIAL EVENT: Food Stories with Maya Ophelia's**

Educators, youth & families are invited to join us at Milwaukee Public Library Mitchell Street Branch's Cargill Community Kitchen for a casual storytelling and cooking workshop where you can learn to prepare some of Maya Ophelia's favorite dishes with the chefs behind the food pop-up, hear their story, and tell us some of your favorite food memories. This workshop aims to explore *Abe's* themes of fusion, food accessibility, and the radical generosity of chefs who bring their own cultural backgrounds to the table.

[Maya Ophelia's](#) is a vegan, from scratch pop-up based in Milwaukee that specializes in Latin and Filipino cooking techniques applied to everyday comfort foods.

**WHEN:** Saturday, October 26, NOON-2PM

**WHERE:** Milwaukee Public Library Mitchell Street Branch's Cargill Community Kitchen (906 W Historic Mitchell St, Milwaukee, WI 53204)

*Recommended for ages 12+. All genders, backgrounds, and expressions of family welcome.*

*This event is **FREE!** Please register at [Food Stories](#)*

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Additional Support provided by the Greater Milwaukee Foundation/Mary L. Nohl Fund, Kelben Foundation, Inc., Gene & Ruth Posner Foundation, Inc., Porchlight Book Company



## Pre-Screening Activity: *Abe*

### Teacher Resources

- Sundance Institute Website: [www.sundance.org/projects/abe](http://www.sundance.org/projects/abe)
- Film IMDB site: [www.imdb.com/title/tt5805768](http://www.imdb.com/title/tt5805768) (or search *Abe* 2019)
- Official Film Trailer: [youtu.be/rpmWZufcTf0](https://youtu.be/rpmWZufcTf0) or [bit.ly/2mnIz1b](https://bit.ly/2mnIz1b) (English with Portuguese subtitles)
- Activity Sheet: "Pre-Screening Activity: *Abe*"

### Teacher Note

This activity is intended to be done prior to attending the Education Screening of *Abe*. This pre-screening activity introduces the concept of the film to students via the film's official trailer and Sundance website. Engaging students in a discussion of the film before seeing the entire feature allows students to gain familiarity with the film, understand the concept of the film, recognize story elements such as character and problem, make predictions, and raise their engagement level as active thinkers while viewing the film.

### Directions

1. Lead a discussion to get your students ready to make the most of your visit to the 2019 Milwaukee Film Education Screening by actively thinking about storytelling on film, specifically using the feature film you'll be seeing, *Abe*. Guide the discussion:
  - a. Explain to students that they will be attending a Milwaukee Film Education Screening (a field trip to the movies). Activate background knowledge and connections regarding the festival, film festivals in general, seeing a movie in a theater, or watching movies.
  - b. Share the name of the film (*Abe*), which will be a clue in the main character's identity development. (Students may also recognize the actor who plays Abe as Noah Schnapp. Noah also plays Will Byers on the Netflix series *Stranger Things*.)
  - c. Share the film's Sundance (or IMDB) website and project (or give access to) it so all students can see it: <https://www.sundance.org/projects/abe>. Share the synopsis (a brief summary of a film's storyline). Read aloud the synopsis and give students time to turn and talk about their thoughts:

*"Finding one's identity is a challenge everyone faces, but few have the pressure that 12-year-old Abe feels as the son of an Israeli mother and Palestinian father. Though his parents have raised him in a secular household, both sets of grandparents insist he chooses between being Jewish or Muslim. Thankfully, Abe has a passion for food that allows him some escape from the escalating family tensions that are a reflection of the generations-old conflict between Israel and Palestine. While exploring Brooklyn to discover new foods, he meets Chico, a Brazilian chef who believes "mixing flavors can bring people together." Chico teaches Abe not only the inner workings of a professional kitchen but how to blend flavors with delicious results. Abe uses his newfound cooking skills to plan a Thanksgiving feast that celebrates his diverse heritage, with the hope of unifying his family. This coming-of-age tale demonstrates the power of food and love to*

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*overcome prejudices, while illuminating the challenges surrounding one of the longest-running conflicts on our planet.”*

2. Sharing the Film Trailer
  - a. Ensure understanding of what a film trailer is (a “commercial” that grabs our interest, shares the big problem characters face in a film’s storyline, and we’ll only know how the problem resolves if we see the film. It also gets our minds making predictions about the whole film.”
  - b. As a class, watch the trailer for *Abe*: [youtu.be/rpmWZufcTf0](https://youtu.be/rpmWZufcTf0) or [bit.ly/2mnIz1b](https://bit.ly/2mnIz1b)
  - c. Use the questions on the activity sheet to gather predictions from the class about the film based on the trailer.
3. Come back together as a group to discuss students’ predictions and hold onto that work until after you have seen the film. Revisit them to see how much the film trailer and synopsis helped them make predictions.



NAME: \_\_\_\_\_

**Pre-Screening Activity: Abe**

*After watching the trailer for the film Abe, respond thoughtfully to the questions below.*

([youtu.be/rpmWZufcTf0](https://youtu.be/rpmWZufcTf0) or [bit.ly/2mnIz1b](https://bit.ly/2mnIz1b))

1. What are your impressions of the film after seeing the trailer?
2. What do you know about the film based on the trailer? Be specific.
3. What do you predict the film will be about, beyond what you observed in the trailer?
4. How did you make these predictions?
5. Do you have any background knowledge or connections to content you viewed in the trailer?
6. What are you wondering about after viewing the trailer? What questions do you have?



## Writing a Movie Review: Two Thumbs Up?

### Teacher Resources

-Activity Sheet: "Writing a Movie Review: Two Thumbs Up?"

### Teacher Note

This activity is designed to be completed after the Education Screening so students can construct an informed analysis and critique of the film. This activity involves composition of a film review for *Abe*. By viewing a film, reading various film reviews, and writing their own, students will deeply engage their media literacy and higher order thinking skills.

### Directions

#### Part One:

1. Prompt students to familiarize themselves with various film reviews. This may be done with partners or small groups. Direct students to the following online resources or print out examples ahead of time:
  - [www.scholastic.com/content/dam/teachers/lesson-plans/migrated-files-inbody/sample\\_movie\\_reviews.pdf](http://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-files-inbody/sample_movie_reviews.pdf)
  - [www.rottentomatoes.com](http://www.rottentomatoes.com)
2. Encourage students to provide their analysis of how the reviews are organized and what components are present in the review. *Students should notice that the reviews provide who made the film—the director(s) and/or animator(s)—the setting of the film, the characters and how they develop in the film, the plot of the film, and the reviewer’s opinion of the film.*
3. Discuss where students find reviews in their everyday lives and the different audiences/purposes reviews are aimed for. This will start students thinking about the tone and focus of their own review.

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**Part Two:** Prompt students to record information about *Abe* to begin development of their own movie review. Answer the questions provided on the accompanying Activity Sheet. This may be done with a partner or small group to strengthen quality of responses, though opinions and ideas may differ.

**Part Three:** Have students write their own movie review of *Abe*. A simple organizational structure for the student film reviews would be:

- a brief summary of the film (include who created it)
- an analysis of a specific moment or character in the film
- their opinion of the film

**NOTE:** This activity is adapted from a lesson plan developed by Scholastic. The full lesson plan can be found at:

[www.scholastic.com/teachers/lesson-plan/writing-movie-reviews-lights-camera-publish](http://www.scholastic.com/teachers/lesson-plan/writing-movie-reviews-lights-camera-publish)



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**Part Two:** Complete the information for Abe to begin organizing your thoughts for your own movie review.

Who created the film? When was it made?

What are the settings of the film?

Who are some of the characters in the film? Do those characters change or stay the same? Explain.

Summarize the film's plot by listing the important parts of the storyline:



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Name a key moment (content) or feature (style) in *Abe* and what it made you think and feel:

What is your opinion of the film?

Who would you recommend this film to and why?





## Film Reflection: The Head, The Heart, and The Gut

### Teacher Resources

-Activity Sheet: "Film Reflection: The Head, The Heart, and The Gut"

### Teacher Note

We encourage students to think about the film *Abe* and how they respond to it. Namely, which part of the film appealed to their "head, heart, and/or gut"? What questions do they still have? What emotions did they experience watching the film? Students are likely to share their opinions about their "favorite" parts, but also their other thinking, and this activity provides the opportunity to express their responses to a part of the film or the overall film.

### Directions

1. Gather as a whole group to discuss the film. Run a discussion as best fits the needs of your classroom. Here are some discussion ideas to get you started:
  - Discuss personal reactions to the film (what they liked, didn't like, questions)
  - Discuss filmmaking techniques observed (camera shots, lighting, sound, effects)
  - Divide students into partners or small groups to discuss the film.
  - Students ask questions or voice what they are still wondering about, have other students respond with their ideas
  - Discuss by reactions: "What was confusing? Shocking? Interesting? Etc."
2. Ask students to think about the film and pick one part, or the overall whole film, with which they connected. This may be their favorite part, a part that appealed to them for any reason, or engaged them in an emotion or experience that was memorable. One way to explain:
  - Head = Something they learned
  - Heart = A part they loved or a part that was meaningful for them
  - Gut = A part that stuck with them that elicits a response
3. Using the included activity sheet ("Film Reflection: The Head, The Heart, and The Gut"), ask students to identify an idea they can reflect upon. Encourage students to support their opinion by writing about specific elements and aspects of the film, such as:
  - Characters
  - Setting
  - Plot
  - Events
  - Conflict
  - Tone
  - Symbolism
  - Beginning/Ending/Resolution
4. Students should write on topic, appropriate for grade level writing expectations. If needed, students may continue on an additional piece of paper and attach it to the activity sheet. When finished, come back together as a group to share thoughts, questions, and reflections.





## Director and Actor Interviews: A Behind The Scenes Look at The Making of *Abe*

### Teacher Resources

-Activity Sheet: "Director and Actor Interviews: A Behind The Scenes Look at The Making of *Abe*"

-Interview Links (easily search on YouTube):

- Sundance Institute (Kids Program: Abe) [youtu.be/wnjizr-RTy0](https://youtu.be/wnjizr-RTy0)
- Collider (Noah Schnapp, Fernando Grossein Andrade: Abe Interview) [youtu.be/Uw8mtEC8Bbk](https://youtu.be/Uw8mtEC8Bbk)
- Deadline Hollywood (Deadline Studio at Sundance 2019 – Abe) [youtu.be/TjzQnoNiXDI](https://youtu.be/TjzQnoNiXDI)

### Teacher Note

Students will have the opportunity to go "behind the scenes" to hear what Director Fernando Grossein Andrade and Lead Actor Noah Schnapp (recognizable from the Netflix series *Stranger Things*) have to say in interviews (2 by media outlets at the Sundance Film Festival, 1 self-recorded by the director) about the inspirations and creation of *Abe*. Any may be watched before your visit to the Education Screening. One that will "set the table" best and make the most sense to watch ahead of time is the Sundance Institute video created by the director. They will all be appreciated after the film. This activity helps students think about how real life can influence stories seen on screen, as characters and storylines reflect the filmmakers' actual lived experiences.

### Directions

1. Gather as a whole group to discuss the film. Run a discussion as best fits the needs of your classroom. Here are some discussion ideas to get you started:
  - Discuss personal reactions to the film (what they liked, didn't like, questions)
  - Discuss filmmaking techniques observed (camera shots, lighting, sound, effects)
  - Divide students into partners or small groups to discuss the film.
  - Students ask questions or voice what they are still wondering about, have other students respond with their ideas
  - Discuss by reactions: "What was confusing? Shocking? Interesting? Etc."
2. Together as a class, watch the videos named in the resources above, in that order. They each address different questions about the film itself, what was learned in the filmmaking process, and connections they found within the characters and story itself. As students watch, they should take notes on the accompanying Activity Sheet. At the end of the videos, give students time to look back and add more to their notes.
  - Sundance Institute (3:05)
  - Collider (13:38)
  - Deadline Hollywood (2:03)
3. When finished watching the interviews and note-taking, split into small groups or partners to discuss some of the topics. Come back together as a whole group to share thoughts, questions, and reflections.







## The Israeli-Palestinian Conflict: Religion, Politics, and History With Deep Roots

### Teacher Resources

- Activity Sheet: "The Israeli-Palestinian Conflict: Religion, Politics, and History With Deep Roots"
- Activity Sheet: "The Israeli-Palestinian Conflict: A Timeline"
- History Channel Video "How The Israeli-Palestinian Conflict Began": [youtu.be/Bno1m1zhIWs](https://youtu.be/Bno1m1zhIWs)

### Teacher Note

This activity can be done prior to or after attending the Education Screening of *Abe*. This activity introduces the Israeli-Palestinian conflict to students in an accessible, unbiased way. Students will learn the history of the conflict, see the conflict from both an Israeli and Palestinian perspective, and think about how the conflict could be resolved peacefully and fairly. This is a highly complex issue, yet this lesson will help students dive into empathetic and critical analysis, considering the conflict's past, present, and future.

### Directions

1. (If using this lesson AFTER the screening...) Gather as a whole group to discuss the film. Run a discussion as best fits the needs of your classroom. Here are some discussion ideas to get you started:
  - Discuss personal reactions to the film (what they liked, didn't like, questions)
  - Discuss filmmaking techniques observed (camera shots, lighting, sound, effects)
  - Divide students into partners or small groups to discuss the film.
  - Students ask questions or voice what they are still wondering about, have other students respond with their ideas
  - Discuss by reactions: "What was confusing? Shocking? Interesting? Etc."
2. Introduce the film's source of tension, the greater Israeli-Palestinian conflict, played out in the microcosm of Abe's family home. Pose the essential question students will be exploring today: Why is the Israeli-Palestinian conflict so complicated and challenging to resolve? Elicit background knowledge on the topic (facts and opinions).
3. Connect: Ask students to recall a time when they had a conflict/argument/disagreement with a peer (sibling, cousin, friend) that wasn't resolved quickly. Model an example of your own and allow students to share. Reflect on what made the conflict persist and how it got resolved (if it did at all). Generally, what makes tough conflicts difficult to resolve? Discuss.
4. As a class, watch the History Channel video "How The Israeli-Palestinian Conflict Began", linked above (can also be found on [www.history.com](http://www.history.com)). They should also have access to the accompanying timeline sheet that follows the video (print out or project). *NOTE: There is a lot of information presented rapidly. It is recommended that the video be viewed more than once. Perhaps, watch it once through to familiarize students with the topic, then again, stopping after each section to discuss and check comprehension.*
  - \***Trigger Warning:** Brief footage of Holocaust victims, some war/conflict violence
5. Students work in small groups, using the timeline, information gleaned from the video, and background knowledge to understand the conflict from both an Israeli and Palestinian perspective. *Be sure to note that not all Israelis nor all Palestinians agree or have the exact*

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- same ideas or approach to the conflict or its potential resolution.* Together students discuss, citing evidence from the timeline, to gather thoughts on the accompanying note-taking sheet.
6. Come back together as a whole group to discuss, especially focusing on ideas and thoughts of finding peace in the region.



NAME: \_\_\_\_\_

**The Israeli-Palestinian Conflict: Religion, Politics, and History With Deep Roots**

*This timeline traces the history of the geography and the people in the Middle East region claimed by both Israel and Palestine. (BCE = Before the Common Era, CE = Common Era)*

<b>4,000+ years ago</b>	Judaism (Jews) and Islam (Muslims) both trace their beginnings to Abraham
<b>1,000 BCE</b>	King Saul established the Israelite monarchy, followed by Kings David and Solomon (who built the temple in Jerusalem)
<b>538 BCE – 1516 CE</b>	The region is controlled by Persians, Greeks, Romans, Arabs, Egyptians, Fatimids, Seljuks, Crusaders, Mamluks, Ottomans (who named it Palestine)  Jews forced to leave the region in diasporas
<b>1880s</b>	Jews in Europe face persecution and begin emigrating back to the “promised land”
<b>1914</b>	75,000 Jews settled in the area of Palestine
<b>1920</b>	After World War I, region controlled by the British Empire
<b>1922</b>	League of Nations approves national home for the Jews, which would not be implemented for more than two decades
<b>1939-1945</b>	World War II, during the Holocaust millions of Jews were murdered and displaced
<b>1947</b>	The United Nations partitioned land to create the Jewish State (Israel) and Arab State (Palestine)
<b>1948</b>	<ul style="list-style-type: none"> <li>• Israel gains statehood and the Arab League (Egypt, Lebanon, Jordan, Iraq, Syria, Yemen, Saudi Arabia) rejects it and begins attacks</li> <li>• Nine months of fighting follow and by the end Israel occupied much of the land designated for Palestine</li> </ul>
<b>1949-1967</b>	<ul style="list-style-type: none"> <li>• Egypt took control of the Gaza Strip, Jordan took control of the West Bank</li> <li>• 720,000 Arabs fled/expelled from their homes, taking refuge in Gaza or West Bank</li> <li>• Israel call it the “War of Independence”, Arabs call it “The Catastrophe”</li> </ul>
<b>1964</b>	The Palestinian Liberation Organization (PLO) consolidates power of several smaller Palestinian groups
<b>1967</b>	The Six Day War, Israel defeats Egypt, Syria, and Jordan to gain the territories of Gaza Strip, West Bank, Sinai Peninsula, and the Golan Heights
<b>1987</b>	The First Intifada: Violent uprising after a conflict with Israeli Defense Force (IDF) leaves 4 Palestinians dead, uprising results in hundreds of deaths
<b>1993-95</b>	Oslo Accords set a timetable for peace
<b>2000</b>	Peace talks stall over issues such as: the status of Jerusalem, refugee rights, and increasing Jewish settlements in Palestinian lands
<b>2000-2005</b>	The Second Intifada (violent uprising) ends when Israel leaves the Gaza Strip
<b>2006</b>	Hamas political party wins Palestinian election (Hamas is labeled as a terrorist group due to violence such as suicide bombings)
<b>2017</b>	Hamas wants Palestinian State using 1967 borders and refuses to recognize Israel
<b>2019</b>	Palestinians fight for statehood, Israelis are settling in the West Bank, other countries are pushing for peace (a two-state solution)



NAME: \_\_\_\_\_

## The Israeli-Palestinian Conflict: Religion, Politics, and History With Deep Roots

*After viewing the History Channel video on the Israeli-Palestinian conflict, use the timeline, and discuss with your group the conflict from both perspectives, and your ideas for making peace in the region.*

*Discuss and take notes below considering these ideas:*

- What does each side want?
- Why does each side feel they have rights to the land?
- Why is this land important to each side?
- How would they compromise?

<u>ISRAEL</u>	<u>PALESTINE</u>

**What will it take to come to peace in the region? What are some of your ideas? Who should be involved in the peace process?**



## 2019 ESSAY CONTEST

For a fifth year, Milwaukee Film is hosting an Essay Contest in conjunction with our Education Screenings. A judging panel will select the best essay and a runner-up from essays submitted in response to each screening's standard, provided essay prompt. Winners and runners-up will receive an award in the form of a certificate and a gift card to a local bookstore. Submissions will be read anonymously, with name and school information removed from each essay prior to distribution to judges. Judges will assess each essay using a rubric informed by the Common Core State Standards for writing appropriate to the grade band into which the writing falls.

### Submission Details:

- You may elect to send all of your students' work or just a selection.
- For each submission, attach a completed and signed release slip (a set of these forms is attached).
- Mail all submissions to:

Milwaukee Film attn: Essay Contest  
1037 W. McKinley Ave #200  
Milwaukee, WI 53205

- **Submissions must be postmarked by December 31, 2019**
- Teachers of winning entries will be notified by February 26th, 2020 and we will coordinate a date/time to present the award to the student. Due to anticipated volume, we unfortunately cannot inform all submissions' teachers.

### Essay Prompt—Grades 6-8:

The film you saw at the film festival, *Abe*, highlighted the larger Israeli-Palestinian conflict within Abe's own family. One set of grandparents wanted him to identify as Jewish, and the other as Muslim, while his parents took a secular (non-religious), inclusive approach. Abe believed he could bring everyone together at the dinner table where the food represented his identities: Israeli, Palestinian, and American cultures. Write an essay in which you discuss how kids and teens can teach others about acceptance and inclusivity. Use specific examples from the film to explain your position and share ways kids and teens can lead the way.

Essays should be a minimum of three paragraphs and a maximum of five paragraphs long.

⇒ **TEACHERS!** Feel free to do preparatory work in your classroom to help students do their best writing on this topic. For example, you might use the film guide at the front of this packet to jog students' memories of the films they saw. After students have completed a first draft, feel free to have them workshop their writing and revise/edit their work accordingly. Submissions may be handwritten or typed, depending on your resources.

AssociatedBank PRESENTS

# 2019 Milwaukee Film Festival

OCTOBER 17-31

## Education Screenings

PRESENTED BY



Herzfeld  
Foundation

### MILWAUKEE FILM ESSAY CONTEST RELEASE FORM

Include a completed copy of this slip with each submission for the 2019 Essay Contest. Please type or print legibly.

Student Full Name \_\_\_\_\_

Teacher Full Name \_\_\_\_\_

Teacher Email \_\_\_\_\_

Teacher Phone Number \_\_\_\_\_

School Name \_\_\_\_\_

I hereby authorize the above named child's writing to be submitted for consideration in the Milwaukee Film 2019 Essay Contest:

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Full Name (printed) \_\_\_\_\_

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Additional Support provided by the Greater Milwaukee Foundation/Mary L. Nohl Fund, Kelben Foundation, Inc., Gene & Ruth Posner Foundation, Inc., Porchlight Book Company