



## ***Shorts: A Cosmic Perspective* 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 shorts we've given the theme, *A Cosmic Perspective*. Your cooperation ensures that we are 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 and discussion questions 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 *Shorts: A Cosmic Perspective* with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards for Speaking and Listening: SL.1.1-4, SL.1.6, SL.2.1-4, SL.2.6, SL.3.1-4, SL.3.6

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

A handwritten signature in black ink, appearing to read "CARA", with a stylized flourish extending from the end.

Cara Ogburn  
Festival Programming & Education Director, Milwaukee Film



## ***Shorts: A Cosmic Perspective Curriculum Packet Contents***

It's a magical experience, how our little worlds can feel so big. This collection of our finest Rated K provide teachers and students with an opportunity to explore topics related to a cosmic perspective—the vastness of the cosmos comprised of the universal experiences we all share through family, furry and feathered friends, the cycles of life and nature and so much more

The activities in this packet are designed to connect students' experience viewing these short films to other relevant events, texts, and themes while employing higher order thinking skills:

### **Before the screening:**

#### **Pre-Screening Activity (*Shorts: A Cosmic Perspective*): Film Detectives at Work**

Get ready for your field trip to the Milwaukee Film Education Screening of SHORTS: A Cosmic Perspective by building background knowledge. Students will become “film detectives”, looking for clues in the images of the film stills that help them predict what each film may be about. Students will engage in critical media literacy skills prior to seeing the films, build excitement for seeing the films, and prepare for being active thinkers and viewers during the screening.

*English Language Arts*

**Common Core Standards** – RL1.1, RL1.3, RL1.4, RL1.7, RL2.1, RL2.3, RL2.7, RL3.1, RL3.3, RL3.7, W1.3, W1.5, W2.3, W2.5, W3.3, W3.5, SL1.1-6, SL2.1-6, SL3.1-6

### **At the screening:**

#### **The Oriental Theatre: A Historic Milwaukee Landmark**

### **After the screening:**

#### **Shorts: A Cosmic Perspective Program Guide**

### **My Favorite Film: The Best of The Best!**

Live action and animation. Humorous and thoughtful. Fiction and documentary. International and American. Students have seen a diverse selection of short films during the screening. One (or more!) will certainly stand out as a favorite. Students can tell us what they loved with this activity.

*English Language Arts*

**Common Core Standards** – RL1.1-4, RL1.7, RL2.1-4, RL2.7, RL3.1-4, RL3.7, W1.1, W1.5, W1.8, W2.1, W2.5, W2.8, W3.1, W3.5, W3.8, SL1.1-6, SL2.1-6, SL3.1-6, MA:Cr1.1.1, MA:Cr1.1.2, MA:Cr1.1.3, MA:Pr4.1.1, MA:Pr4.1.2, MA:Pr4.1.3, MA:Pr5.1.1, MA:Pr5.1.2, MA:Pr5.1.3, MA:Re7.1.1, MA:Re7.1.2, MA:Re7.1.3, MA:Re8.1.1, MA:Re8.1.2, MA:Re8.1.3

### **Life Cycles: The End is Just The Beginning**

In many of the films, various cycles (life, seasonal) are explored. Different parts of each cycle can elicit reactions and emotions, from preferences (“I like summer better than winter.”) to life-altering changes to the status quo (death of a loved one). In this activity, students will hear a picture book read by the teacher and reflect on part of a life cycle.

*English Language Arts/Social Studies/Science*





**Common Core Standards** – RL1.1-4, RL1.7, RL1.9, RL2.1-4, RL2.7, RL2.9, RL3.1-4, RL3.7, RL3.9, W1.2, W1.5, W1.8, W2.2, W2.5, W2.8, W3.2, W3.5, W3.8, SL1.1-6, SL2.1-6, SL3.1-6, MA:Cr1.1.1, MA:Cr1.1.2, MA:Cr1.1.3, MA:Pr4.1.1, MA:Pr4.1.2, MA:Pr4.1.3, MA:Pr5.1.1, MA:Pr5.1.2, MA:Pr5.1.3, MA:Re7.1.1, MA:Re7.1.2, MA:Re7.1.3, MA:Re8.1.1, MA:Re8.1.2, MA:Re8.1.3

### [Piece By Piece For Peace: Working Together To Build A Better World For Each Other](#)

The main characters in several of the films demonstrate how to strive to help others and the planet. Interaction and interdependence are crucial to thriving, both on film and in real life. In this activity, students will discuss and think about ways we make our planet safe and secure for all, by taking care of ourselves, each other, and the planet itself.

*English Language Arts/Social Studies*

**Common Core Standards** – RL1.1-3, RL1.7, RL2.1-3, RL2.7, RL3.1-3, RL3.7, W1.1, W1.5, W1.8, W2.1, W2.5, W2.8, W3.1, W3.5, W3.8, SL1.1-6, SL2.1-6, SL3.1-6, MA:Cr1.1.1, MA:Cr1.1.2, MA:Cr1.1.3, MA:Pr4.1.1, MA:Pr4.1.2, MA:Pr4.1.3, MA:Pr5.1.1, MA:Pr5.1.2, MA:Pr5.1.3, MA:Re7.1.1, MA:Re7.1.2, MA:Re7.1.3, MA:Re8.1.1, MA:Re8.1.2, MA:Re8.1.3

### [Imaginative Superlatives!: Using Poetry Mentor Texts to Write From Our Worldview](#)

In one film, *Preschool Poets: Poem About All Different Things*, the poet expresses their observations of the world. We hear their perspective, both humorous and profound in its simplicity and innocence. In this activity, students will use this film's poem as a mentor text, with a focus on superlative adjectives, to write their own versions of this poem. Extension available for students to select their own superlatives to expand their poetry.

*English Language Arts*

**Common Core Standards** – RL1.1-4, RL2.1-4, RL3.1-4, W1.3, W1.5, W1.8, W2.3, W2.5, W2.8, W3.3, W3.5, W3.8, SL1.1-6, SL2.1-6, SL3.1-6, MA:Cr1.1.1, MA:Cr1.1.2, MA:Cr1.1.3, MA:Pr4.1.1, MA:Pr4.1.2, MA:Pr4.1.3, MA:Pr5.1.1, MA:Pr5.1.2, MA:Pr5.1.3, MA:Re7.1.1, MA:Re7.1.2, MA:Re7.1.3, MA:Re8.1.1, MA:Re8.1.2, MA:Re8.1.3

### [I Can, I Can, I Can, I Can't...YET!: Developing In Your Own Time With A Growth Mindset](#)

Many of the main characters face a challenge in their world they must overcome and find ways to make the best of their situations. In this activity, students will explore and recognize that growth in learning and life is not a straight path. As students grow, they will face challenges that may be frustrating, but with a positive mindset there may come a time where a "can't" becomes a "can".

*English Language Arts/Social Studies*

**Common Core Standards** – RL1.1-4, RL1.7, RL1.9, RL2.1-4, RL2.7, RL2.9, RL3.1-4, RL3.7, RL3.9, W1.1, W1.5, W1.8, W2.1, W2.5, W2.8, W3.1, W3.5, W3.8, SL1.1-6, SL2.1-6, SL3.1-6, MA:Cr1.1.1, MA:Cr1.1.2, MA:Cr1.1.3, MA:Pr4.1.1, MA:Pr4.1.2, MA:Pr4.1.3, MA:Pr5.1.1, MA:Pr5.1.2, MA:Pr5.1.3, MA:Re7.1.1, MA:Re7.1.2, MA:Re7.1.3, MA:Re8.1.1, MA:Re8.1.2, MA:Re8.1.3



## Pre-Screening Activity (Shorts: A Cosmic Perspective): Film Detectives at Work

### Teacher Resources

-Activity Sheet: Film Detectives at Work

### Teacher Note

This activity is intended to be done prior to attending the Education Screening of SHORTS: A Cosmic Perspective. This pre-film activity introduces the theme and content of the short films to students. Engaging students in a discussion of the film before seeing the entire program allows students to gain familiarity with the films, understand the common theme that unites the films, learn about the concept of short films, view a variety of animation and live action formats, make predictions, and raise their engagement level as active thinkers while viewing the films.

### Directions

1. Lead a discussion to get your students ready to make the most of your visit to the 2019 Milwaukee Film Festival Education Screenings by actively thinking about storytelling on film, specifically using the short films you'll be seeing, SHORTS: A Cosmic Perspective. Gather students together, and guide the discussion:
  - Explain to students that they will be attending an Education Screening at the 2019 Milwaukee Film Festival, 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.
  - Share that this is a unique opportunity to see films from all over the world that normally are not screened at big movie theaters. The program they will be seeing is a collection of short films from all over the world in places such as France, Germany, Lithuania, The Netherlands, United Kingdom, Switzerland, Sweden, and The United States. Locate these countries on a map and allow students to share background knowledge.
  - Discuss the program's universal theme, "A Cosmic Perspective"). Ask students:
    - When I say the word "*world*", what do you think that means?
    - About our world: Planet Earth How big is Planet Earth?
    - With whom and what do we share our world? How do we share it?
    - What is bigger than Planet Earth? What is smaller?
2. Use the film stills and synopses that accompany them in this curriculum packet, to lead the next part of the activity:
  - Share that students will be getting a sneak peek into the films they will see on their field trip!
  - Show the film stills/descriptions to students, ensuring they each have visual access (project images via PDF file, utilize a document camera with a hard copy, make copies and pass out to students).
  - Explain that students are going to be film detectives to try to make their best predictions of what each short will be about.

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- Together, go through each film, read the description aloud, and allow students to make predictions. These predictions can be individual, a turn-and-talk with partners, or whole group. Tell students to look for clues in the image and in the description that would give them an idea as to what the film's story might be.
- After discussing a film, allow students to make a quick sketch or write a few thoughts on the accompanying Activity Sheet. Revisit these predictions after the field trip for reflection, discussion, and insight.



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

### Pre-Screening Activity (Shorts: A Cosmic Perspective): Film Detectives at Work

<b>KUAP</b>	<b>THE LAST DAY OF AUTUMN</b>
<b>THE ROBOT AND THE WHALE</b>	<b>THE MAN WITH BIRDS</b>
<b>ANGLERFISH</b>	<b>1 METER/HOUR</b>



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**MY HAMSTER AND I**

**PRESCHOOL POETS: POEM ABOUT ALL  
DIFFERENT THINGS**

**DU IZ TAK?**

**PRESCHOOL POETS: A POEM PLAY**

**AESTHESIS**

**7 PLANETS**



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**PRESCHOOL POETS: MR. GRUMPY, MR.  
CRUMPY, AND MR. BUMPY**

**RUNNING LIGHTS**



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## The Oriental Theatre: A Historic Milwaukee Landmark

⇒ **TEACHERS!** This is a *great* activity to keep students busy and observing everything around them upon your arrival at the Oriental Theatre.

The Landmark Oriental Theatre was built in 1927 on Milwaukee's East Side, and it is the only remaining movie palace in Milwaukee. The mood of the Oriental Theatre is created by its original East Indian décor, including murals, lions, packs of elephants, and even giant Buddhas in the main theatre. Another original feature of the Oriental Theatre is the Kimball Theatre Pipe Organ in the main theatre that rises from the orchestra pit before selected screenings and plays a tune to introduce the film!

Although there is a lot to see and take in when you first visit the Oriental Theatre, see if you can find these prominent features:

- 1. How many porcelain lions line the Grand Staircase? \_\_\_\_\_**
- 2. Look up! How many chandeliers hang from the ceiling in the lobby? What colors are in the stained glass chandeliers?**
- 3. Can you spot the 6 larger-than-life Buddhas around the Theatre? Where did you find them?**
- 4. There are hundreds of elephants scattered around the Theatre. Can you find 5 elephants? Where are they?**

**6. Compare and Contrast:** Describe the similarities and differences between the Oriental Theatre and newer movie theaters you have been to.

### The Oriental Theatre

- 1.
- 2.
- 3.

### Other Movie Theaters

- 1.
- 2.
- 3.



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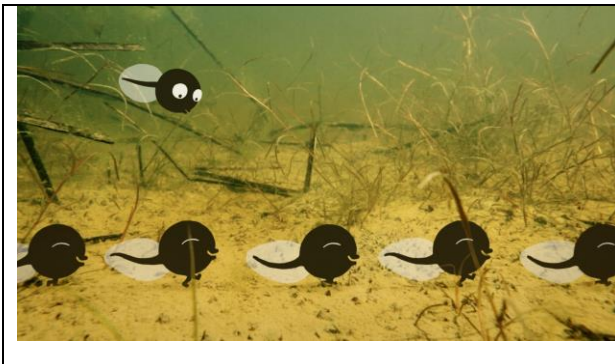
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### **Shorts: A Cosmic Perspective Program Guide**

It's a magical experience, how our little worlds can feel so big.

This collection of our finest Rated K shorts explores the vastness of the cosmos comprised of the universal experiences we all share through family, furry and feathered friends, the cycles of life and nature and so much more.

⇒TEACHERS! Below are still images from and some information about each of the films screened in the Education Screening program of *Shorts: A Cosmic Perspective*. Use these to remind students about the range of films they saw in order to prompt recollections and further thinking about the films.



#### [Kuap](#)

A tadpole somehow misses out on becoming a frog and is left behind, alone. But there is much to discover in the pond and spring is sure to come again next year. A little story about growing up.



#### [The Last Day of Autumn](#)

Forest animals secretly collect parts from abandoned bicycles as they are preparing for a great race.

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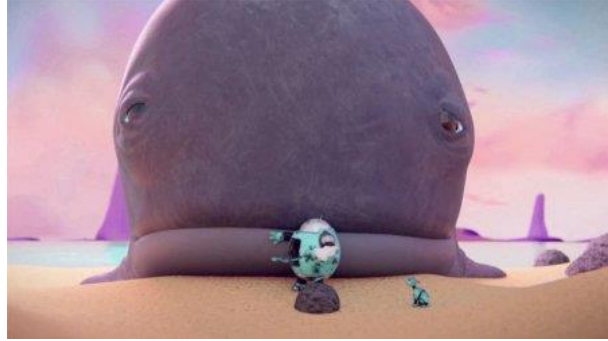
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### [Robot and the Whale](#)

A long time ago, humans left planet earth. Alone remained Lobo, a cheerful robot who loves animals and plants. One day Lobo and her best friend Banjo, a curious robot dog, meet a stranded whale on the beach. To save the whale Lobo has to overcome her fear of water.



### [The Man with the Birds](#)

The inhabitants of a mountain village cut off by snow await the arrival of the Man with the birds, which is the sign that winter is over.



### [Anglerfish](#)

It's bedtime for this anglerfish. When the lights go out, spooky shadows keep him from sleeping until help is reeled in.



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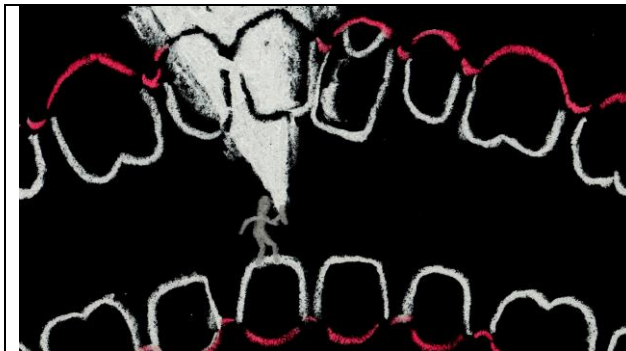
### [1 Meter/Hour](#)

French snails get all due respect, especially this troupe and their sublime, slow grooves as overseen by renowned choreographer Philippe Decouflé.



### [1 Minute Nature: Hamster](#)

A small “scale” adventure.



### [Preschool Poets: Poem About All Different Things](#)

An animation of a poem by a four-year-old named Samuel.

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### [Du Iz Tak](#)

As a tiny shoot unfurls, two damselflies peer at it in wonder. When the plant grows taller and sprouts leaves, some young beetles arrive to gander, and soon-with the help of a pill bug named Icky-they wrangle a ladder and build a tree fort.



### [Preschool Poets: A Poem Play](#)

An animation of a poem by a four-year-old named Delanie.



### [Aesthesis](#)

One man, one girl, the same environment, two visions.

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### [7 Planets](#)

A space-obsessed girl realizes that in cosmic matters, it's all about the long game.



### [Preschool Poets: Mr. Grumpy, Mr. Crumpy and Mr. Bumpy](#)

An animation of a poem by a four-year-old named Alexa



### [Running Lights](#)

A magical transfer of glowing energy and life is set into motion when one creature departs its earthly form.



## My Favorite Short Film: The Best of the Best!

### Teacher Resources

-Activity Sheet: “My Favorite Short Film” (An example writing/illustrating sheet is included—please adapt length to reflect your students’ needs.)

### Teacher Note

The short films shown at the Education Screenings were united by a theme of “A Cosmic Perspective”, but they were enormously diverse in many other ways, namely: animation style, subject, storyline, length, and tone. We encourage students to think about each film and how they received it. Which films appealed to them? Which films left them with questions? What emotions did they experience watching each film? Students are likely to share their opinions about their “favorite” films, and this activity provides the opportunity to express their responses to a particular film.

### Directions

1. Gather as a whole group to discuss each film that was a part of the shorts screening. It may help to provide a visual (as provided in the Program Guide contained in this packet, for example) and/or write the names of each film on the board, so students can easily refer to particular films. Run a discussion as best fits the needs of your classroom. Here are some discussion ideas to get you started:
  - Discuss personal reactions to each film (what they liked, didn’t like, comprehension)
  - Discuss animation styles (CGI, hand-drawn, mixed media) and live-action
  - Review each short film briefly, divide students into partners or small groups to discuss each film, practice listening and responding to each other
  - Students ask questions or voice what they are still wondering about, have other students respond with their ideas
  - Discuss by emotion: “Which films made you feel happy? Which made you feel sad? Were any surprising? Scary? Humorous?”
2. Ask students to pick one film with which they connected. This may be their favorite film, one that appealed to them for any reason, or engaged them in an emotion or experience that was memorable.
3. Using the included activity sheet (“My Favorite Short Film”), ask students to identify that film and to write about why that film speaks to them. Why was it their favorite or why was it so memorable? Encourage students to support their opinion by writing about specific elements and aspects of the film, such as:
  - Characters
  - Setting
  - Plot
  - Events
  - Animation Style



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- Tone
- Beginning/Ending

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.

4. Have students complete an accompanying illustration for their writing to show a favorite scene, a character, or something else memorable to the student about that particular film.



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

### My Favorite Short Film: The Best of The Best!

Illustration

My Favorite Short Film's Title: \_\_\_\_\_

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## Life Cycles: The End is Just the Beginning

### Teacher Resources

- [NPR Article](#): "The Dog Isn't Sleeping: How To Talk With Children About Death" (3/4/19)

<https://n.pr/2m6V6X9>

- Prep ahead of lesson: Choose a picture book to share with your class (Use school/public library!)

### Teacher Note

This activity is inspired by several of the short films, especially *Running Lights*, *Kuap*, *Du Iz Tak?*, *The Last Day of Autumn*, and *The Man with Birds*. In these short films, various cycles (life, seasonal) are explored. Different parts of each cycle can elicit reactions and emotions, from preferences ("I like summer better than winter.") to life-altering changes to the status quo (death of a loved one). In this activity, students will hear a picture book read by the teacher and reflect on part of a life cycle. Several picture book choices are listed below. Please choose one that fits the needs of your students best, or another that fits the theme.

### Directions

1. Gather students together to discuss the shorts program. Take the time to refresh memories, share, and reconnect with the films seen at the screening.
2. Share with students that all of the films had a common theme, or a universal message about the magical experience of our worlds being big and small at the same time, how we share our world with others, and how our universe is always changing. Ask students to provide examples of the theme from the films.
3. Say: "I noticed that in several of the films, the stories were mostly about different types of cycles. Do you know what a cycle is?" Take time to elicit responses from students and then revisit a definition: "A cycle is a series of events that are repeated over and over again." Then share examples from the films and others (water cycle, moon phases, butterfly...):
  - *Running Lights* (Life cycle: Death)
  - *KUAP* (Life cycle: Tadpole to Frog)
  - *Du Iz Tak?* (Life cycle: Plant growth, Seasonal cycle: full year)
  - *The Last Day of Autumn* (Seasonal cycle: Autumn to Winter)
  - *The Man with Birds* (Seasonal cycle: Winter to Spring)
4. Focus on **RUNNING LIGHTS** (the film that deals with the death of an animal) to guide the next steps of teaching:
  - Recall the film together (a hare was hit by a bus, buried, magical creatures are "absorbed" into new life forms)
  - Discuss the life cycle we witnessed (living thing died) "How did that make you feel?"
  - Acknowledge responses, especially that it's okay to feel sad, angry, confused when a living thing (person, animal, plant) dies.
  - Explain how an individual's life ends at death, life in general goes on. It is important to emphasize that we can be hopeful, even when we are sad or miss someone. At the end of the film, there is a quote that reads "The end is just the beginning." The child's new tooth grows in, symbolizing the notion that "life goes on".

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5. Say: "Today we will be reading (insert name of book). It will help us think about life cycles and how we feel during different stages of them."
6. Read aloud the picture book you have chosen.
7. Allow plenty of time for reflection, response, and questions.
8. Activity:
  - Recall hopeful parts of the book that was just read aloud.
  - Center the idea of "being hopeful" as part of the activity.
  - Ask students what events/activities/etc. they look forward to in life. It could be as immediate as that day (playing at recess) to longer term (being a grown-up).
  - Model: On paper or on the board, trace an outline of your hand. Think aloud, filling in each finger (or at the tip of each finger) with something you as the teacher are looking forward to experiencing. When students make their own, it may be easiest for them to write at the fingertip so that their words are not forced into a small space.
  - Students go off to trace their hands (partners can help each other), write 5 experiences they are looking forward to, and color in the hand, either concretely (pictures of the 5 things) or abstractly (colors, designs)
9. Wrap Up: Come back together as a group to share with each other. Display students' work if possible.

### PICTURE BOOKS FOR READ ALOUD:

- Ida Always by Caron Levis
- The Rough Patch by Brian Lies
- Always Remember by Cece Meng
- The Goodbye Book by Todd Parr
- Grandad's Island by Benji Davies
- The Tenth Good Thing About Barney by Judith Viorst
- Big Cat, Little Cat by Elisha Cooper
- The Grandad Tree by Trish Cooke
- The Rabbit Listened by Cori Doerrfeld
- The Heart and The Bottle by Oliver Jeffers
- Stay: A Girl, A Dog, A Bucket List by Kate Klise



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## Piece By Piece For Peace: Working Together To Build A Better World For Each Other

### Teacher Resources

- Earth outline Activity Sheet (Image courtesy of Clipart Library)
- Prep prior to lesson: Cut out Earth outlines if your students need assistance with accurate cutting.
- Coloring and writing materials

### Teacher Note

This activity is inspired by several of the short films, especially *7 Planets*, *Robot and The Whale*, and *My Hamster and I*. In these short films, the main characters demonstrate how to strive to help others and the planet. Interaction and interdependence are crucial to thriving, both on film and in real life. In this activity, students will discuss and think about ways we make our planet safe and secure for all, by taking care of ourselves, each other, and the planet.

### Directions

1. Gather students together to discuss the shorts program. Take the time to refresh memories, share, and reconnect with the films seen at the screening.
2. Share with students that all of the films had a common theme, or a universal message, about the magical experience of our worlds being big and small at the same time, how we share our world with others, and how our universe is always changing. Ask students to provide examples of the theme from the films.
3. Say: "When we were watching the short film *7 Planets*, I noticed how the main character felt like an outsider her whole life. I also noticed she was fascinated by science and space, but also dreamed about a better world. Starting over on another planet isn't an option for us (yet!), so it is up to us to take care of ourselves, each other, and our Earth."
4. As a whole group or in partners, ask and discuss, share:
  - What are some ways we should take care of ourselves?  
• (*Eat healthy food, brush teeth, bathe, get exercise*)
  - What are some ways we should take care of each other?  
• (*Make friends, help people when they need it, listen*)
  - What are some ways we should take care of the Earth?  
• (*Plant trees, use alternative energy, skip the plastic, recycle*)
5. Say: "We have now discussed many ways to take of ourselves, each other, and our planet. Think of ONE way of caring that means a lot to you. It can be something we just talked about or a new idea you want to use.
6. Give Directions:
  - Each student will get a sheet of paper with an outline drawing of Earth.
  - Cut out Earth on the outer border (unless precut). Model.
  - On the opposite blank side, write and illustrate that idea (Use a prompt or sentence stem, ex: "We should take care of the Earth by recycling and reducing how many resources we use and waste.")

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- On the Earth outline side, students can color in the planet either with traditional greens and blues, or what they think Earth looks like/how Earth feels when it is well cared for (when Earth is “happy”).
7. **Wrap Up:** When students are finished, come together so they may share their work. Display them in any way that works best: hang on bulletin board, on lockers, hole punch the top and tie string/yarn, etc.



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### Piece By Piece For Peace: Working Together To Build A Better World For Each Other

Cut out Earth along the outside bold line.



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## Imaginative Superlatives!: Using Poetry Mentor Texts to Write From Our Worldview

### Teacher Resources

- Superlatives Poem Activity Sheet

### Teacher Note

This activity is inspired primarily by *Preschool Poets: Poem About All Different Things*. In this short film, the narrator (who is not the poet) expresses the poet's observations of the world. We hear their perspective, both humorous and profound in its simplicity and innocence. In this activity, students will use this film's poem as a mentor text, with a focus on superlative adjectives, to write their own versions of this poem. Extension available for students to select their own superlatives to expand their poetry.

### Directions

1. Gather students together to discuss the shorts program. Take the time to refresh memories, share, and reconnect with the films seen at the screening.
2. Share with students that all of the films had a common theme, or a universal message about the magical experience of our worlds being big and small at the same time, how we share our world with others, and how our universe is always changing. Ask students to provide examples of the theme from the films.
3. Say: "You may remember there were three short films that were poems written by preschool children. One of those poems, called the "Poem About All Different Things" showed us what the poet thought was at the highest level of each description, such as '*the tallest thing in the world is an elephant's trunk all the way to the sky*'. The poet thought about things that were really tall (an elephant) and then thought about ways to make them even taller (trunk raised to the sky)!"
4. Next, recall the poem together (see below, or visit [www.preschoolpoets.org/poems](http://www.preschoolpoets.org/poems) for the text). Either do a teacher read aloud first, then a group read along, so students can test their voices in this poetry format:

### POEM ABOUT ALL DIFFERENT THINGS BY SAMUEL ([www.preschoolpoets.org/poems](http://www.preschoolpoets.org/poems))

The tallest thing in the world

is a elephant's trunk all the way to the sky.

The strongest thing in the world

is a strong dinosaur that eats tigers and elephants and people.

The bumpiest thing in the world

is a trampoline with ten thousand hundred frogs on it.

The loosest thing in the world

is that you have a loose tooth in your mouth and you can't find it.

The ugliest thing in the world

is someone's in your face and it looks ugly.

The easiest thing in the world

is playing a game that is so easy, you can't do it.





The hardest thing in the world  
is someone throws a rock on your forehead.  
The loneliest thing in the world  
is that you don't have no friends and you're crying in your house.  
The softest thing in the world  
is a cozy bear in the bed with a fake puppet.

5. Teach a BIG vocabulary word: "When we say something is the MOST compared to everything else, the word that shows us it's the MOST is called a SUPERLATIVE (soo-PER-lah-tive)." Model, then ask students to spot the superlative adjectives (-est words)
6. Look back at the lines of the poem to share that the poet wrote some serious and silly things. The poet was serious when mentioning not having friends as being the loneliest, but was silly and humorous with the trampoline and frogs as the bumpiest things.
7. Brainstorm together other ways to finish the line "*The tallest thing in the world is \_\_\_\_\_.*" Model an example (a skyscraper with a million floors, a tree stretching its branches up...), then take ideas from students. Reflect on their thinking (How did you come up with that? Share your thinking on why you chose that.) Option: Do this for the entire poem to create a class poem. Encourage creativity, exaggeration, humor!
8. Explain to students that they will now write their own superlative poems, just like the class practiced together. As this is poetry, students can be as concrete or abstract, serious or silly, realistic or hyperbolic, as they wish to be. Use the accompanying activity sheets (2 pages, or copy 2-sided) for students to write a final copy.
9. **EXTENSION:** Available on the accompanying activity sheets are 4 extra poem lines so students can create superlatives of their own! They may want to go with a theme (opposites, colors) or just try words that come into their heads. Provide a visual of examples of superlatives for students to use if they wish. Here are some to get you started:

Happiest	Funniest	Saddest	Biggest	Smallest
Coldest	Hottest	Silliest	Longest	Shortest
Loveliest	Loudest	Quietest	Caldest	Busiest
Heaviest	Lightest	Scariest	Wettest	Driest



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The **tallest** thing in the world is \_\_\_\_\_

\_\_\_\_\_

The **strongest** thing in the world is \_\_\_\_\_

\_\_\_\_\_

The **bumpiest** thing in the world is \_\_\_\_\_

\_\_\_\_\_

The **loosest** thing in the world is \_\_\_\_\_

\_\_\_\_\_

The **ugliest** thing in the world is \_\_\_\_\_

\_\_\_\_\_

The **easiest** thing in the world is \_\_\_\_\_

\_\_\_\_\_



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The **hardest** thing in the world is \_\_\_\_\_

\_\_\_\_\_

The **loneliest** thing in the world is \_\_\_\_\_

\_\_\_\_\_

The **softest** thing in the world is \_\_\_\_\_

\_\_\_\_\_

### **YOUR TURN!**

The \_\_\_\_\_ thing in the world is \_\_\_\_\_

\_\_\_\_\_

The \_\_\_\_\_ thing in the world is \_\_\_\_\_

\_\_\_\_\_



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The \_\_\_\_\_ thing in the world is \_\_\_\_\_

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The \_\_\_\_\_ thing in the world is \_\_\_\_\_

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## I Can, I Can, I Can, I Can't...YET!: Developing In Your Own Time With A Growth Mindset

### Teacher Resources

- I Can, I Can, I Can, I Can't...YET Activity Sheet

### Teacher Note

This activity is inspired by several of the short films, especially *Kuap*, *Robot and The Whale*, *Aesthesis*, and *7 Planets*. In these short films, the main characters face a challenge in their world they must overcome and find ways to make the best of their situations. In this activity, students will explore and recognize that growth in learning and life is not a straight path. As students grow, they will face challenges that may be frustrating, but with a positive mindset there may come a time where a “can’t” becomes a “can”.

### Directions

1. Gather students together to discuss the shorts program. Take the time to refresh memories, share, and reconnect with the films seen at the screening.
2. Share with students that all of the films had a common theme, or a universal message about the magical experience of our worlds being big and small at the same time, how we share our world with others, and how our universe is always changing. Ask students to provide examples of the theme from the films.
3. Say: “I noticed that in several of the films, the main character faced a big challenge. Remember the film *Kuap* about the tadpole who eventually turned into a frog? The tadpole realized s/he was (they were) not growing into a frog at the same time as the other tadpoles. That must have been so frustrating! Did you notice what the tadpole did while waiting to turn into a frog? Do you think he just gave up? (Class responds “no”.) I noticed that the tadpole made the best of the situation. What did you notice?” Students respond.
4. Ask students to think of a time that something was hard for them, but they didn’t give up.
  - Teacher models, example: “When I was your age, I really wanted to be able to do a cartwheel, because a lot of my friends could do one. When I tried, it was hard for me and I was a little bit scared kicking my legs in the air because I didn’t want to fall. But, I didn’t give up! I kept practicing and got better and better, and less scared, until I finally did a cartwheel!”
  - Students share (whole group or turn-and-talk): “Share a time when something was hard for you, but you didn’t give up.”
5. After hearing responses in whole group or listening in to turn-and-talk conversations segue with the following points:
  - Growing and learning means facing challenges sometimes
  - There are things each of us CAN do
  - There are things each of us CAN’T do YET!
  - Making the best of a situation, having a positive mindset, and making a plan, you can turn a CAN’T DO into a CAN DO.
6. Create a visual/anchor chart using words and/or sketches with students’ input:
  - What are some things you know how to do? (Record under CAN DO heading.)

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- What are some things you can't do YET? (Record under CAN'T DO YET heading.)
  - Take one of those examples and brainstorm ways (a plan) to turn the CAN'T into a CAN. Refer back to your example, giving ideas on how to go from "can't" to "can".
7. On Your Own: Students will use the discussion as a launchpad for their own growth mindset activity. Students complete the "I Can, I Can, I Can, I Can't...YET" activity sheet using words, sketches or both. Recommendation: They may come up with several ideas in the "CAN" section, and focus on one idea in the "CAN'T YET". Modify as necessary.
  8. Wrap Up: Gather together as a whole group, asking volunteers to bravely share some of the things they "CAN", "CAN'T YET", and turning "CAN'T" into "CAN". Set the tone for a respectful share out, reminding that just like the tadpole in KUAP, everyone grows in their own time.



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### I Can, I Can, I Can, I Can't...YET!: Developing In Your Own Time With A Growth Mindset

I CAN...

I CAN'T \_\_\_\_\_ YET!

This is how I turn my CAN'T into a CAN!



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## 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 1-3:

You saw a number of short films at the film festival united under the theme "A Cosmic Perspective." Write a short essay that explains how you share our world with others. Give specific examples and describe them.

Essays should be a minimum of three sentences and a maximum of ten sentences 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.

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### 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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