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2019 Milwaukee Film Festival

OCTOBER 17-31

Education Screenings

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***Dilili in Paris* 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 *Dilili in Paris*, directed by Michel Ocelot. 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 or by mail to:

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

All screenings of *Dilili in Paris* with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards for Speaking and Listening: SL4.1-6, SL5.1-6, SL6.1-6. We've also included the following National Core Standards in Media Arts: MA:Cr1.1.4, MA:Cr1.1.5, MA:Cr1.1.6, MA:Pr4.1.4, MA:Pr4.1.5, MA:Pr4.1.6, MA:Pr5.1.4, MA:Pr5.1.5, MA:Pr5.1.6, MA:Re7.1.4, MA:Re7.1.5, MA:Re7.1.6, MA:Re8.1.4, MA:Re8.1.5, MA:Re8.1.6

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

A handwritten signature in black ink, appearing to read "CARA OGBURN".

Cara Ogburn
Festival Programming & Education Director, Milwaukee Film



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***Dilili in Paris* Curriculum Packet Contents**

Pre-Screening Activity: *Dilili in Paris*

This activity is intended to be done prior to attending the Education Screening of *Dilili in Paris*. This pre-film activity introduces the concept of the film to students via the film's official 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 – RL4.1, RL4.3, RL4.4, RL4.7, RL5.1, RL5.3, RL5.7, RL6.1, RL6.3, RL6.7, W4.3, W4.5, W5.3, W5.5, W6.3, W6.5, SL4.1-6, SL5.1-6, SL6.1-6

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 – RL4.1-4, RL4.7, RL5.1-4, RL5.7, RL6.1-4, RL6.7, W4.1, W4.5, W4.8, W5.1, W5.5, W5.8, W6.1, W6.5, W6.8, SL4.1-6, SL5.1-6, SL6.1-6, MA:Cr1.1.4, MA:Cr1.1.5, MA:Cr1.1.6, MA:Pr4.1.4, MA:Pr4.1.5, MA:Pr4.1.6, MA:Pr5.1.4, MA:Pr5.1.5, MA:Pr5.1.6, MA:Re7.1.4, MA:Re7.1.5, MA:Re7.1.6, MA:Re8.1.4, MA:Re8.1.5, MA:Re8.1.6

Belle Epoque Characters: “Joie de Vivre,” Innovation, and Creation

Many of the film's characters were real figures of the time and have become well-known for their inventions and innovations that continue to play a role in our lives today. Students will have a chance to explore one historical figure of their choice through a basic research project.

English Language Arts/Social Studies

Common Core Standards – RL4.1-3, RI4.3, RI4.9, RL5.1-3, RI5.3, RI5.9, RL6.1-3, RI6.3, R64.9, W4.2, W4.4, W4.7, W5.2, W5.4, W5.7, W6.2, W6.4, W6.7, SL4.1-6, SL5.1-6, SL6.1-6

Gender (In)Equality: The Future is Equal For All!

Students use the film's depiction of males and females as a lens through which gender roles, stereotypes, and (in)equalities are considered and discussed. Please note that while this lesson focuses on a binary gender system, it is critical to address gender spectrum, fluidity, and non-binary identity as valid with students.

English Language Arts/Social Studies

Common Core Standards – RL4.1-4, RL5.1-4, RL6.1-4, W4.1-2, W4.8, W5.1-2, W5.8, W6.1-2, W6.8, SL4.1-6, SL5.1-6, SL6.1-6

Music of The Belle Epoque: From Classical Compositions to The Captivating Can-Can

Students will explore the music of the featured artists in the film, who are composers and an opera singer. Listening to some of these artists' most famous musical pieces, students will create visual artwork that is inspired by the music's tone, pace, atmosphere, and more.

English Language Arts

Common Core Standards – SL4.1-3, SL5.1-3, SL6.1-3, MA:Re7.1.4, MA:Re7.1.5, MA:Re7.1.6, MA:Cr1.1.4, MA:Cr1.1.5, MA:Cr1.1.6, MA:Cr3.1.4, MA:Cr3.1.5, MA:Cr3.1.6

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Pre-Screening Activity: *Dilili in Paris*

Teacher Resources

- Film Website: www.marsfilms.com/film/dilili_a_paris (translate in browser from French)
- Film IMDB site: www.imdb.com/title/tt7169514 (or search "Dilili in Paris 2018")
- Official Film Trailer: www.youtube.com/watch?v=TmBcSoz86vA or bit.ly/2kfWndp

Teacher Note

This activity is intended to be done prior to attending the Education Screening of *Dilili in Paris*. This pre-film activity introduces the concept of the film to students via the film's official 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, *Dilili in Paris*. Gather students together, and 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 that this is a unique opportunity to see films from all over the world that normally are not screened at big movie theaters. The film they'll be seeing is from France. Locate France on a map and allow students to share background knowledge.
 - c. "The name of the film you will be seeing is *Dilili in Paris*. Starting with the title of the film, what do you think this film will be about?" Briefly discuss.
 - d. "Dilili is the main character in the film. She is a smart, clever, polite girl who finds herself in the middle of solving the mystery of girls who have gone missing. Let's find out more about this film."
 - e. Share the film's website and project (or give access to) it so all students can see it: www.marsfilms.com/film/dilili_a_paris/. (This website is in French. Translate in Google Chrome or web browser of your choice. Otherwise, use the IMDB page.) Share the synopsis. Explain that a *synopsis* is a brief summary of a film's storyline. Read aloud the synopsis and give students time to turn and talk about their thoughts:

"In the Paris of the Belle Epoque, accompanied by a young deliveryman on tricycle, the little Kanak (a native Melanesian inhabitant of New Caledonia) Dilili investigates mysterious kidnappings of girls. She goes from adventure to adventure through the prestigious city, meeting extraordinary men and women, who help



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her, and villains, who rage in the shadows. The two friends will make the light, the freedom and the joy of living together triumph.”

- f. Extend this discussion by scrolling down the page and clicking on the “Pictures” thumbnails. This helps students tap into visual literacy, making predictions and getting their first taste of the animation style. Use prompts such as: “What do you see? What do you notice? What’s happening in different parts of the picture?”
2. Sharing the Film Trailer
 - a. “Now that we know a few details about the film, we are going to find out even more to get us ready to see the film. A film trailer is like a short commercial that helps us preview a film. Its purpose is to give us some important information and to tempt us to want to see the film.” Ask students if they’ve seen trailers before. They will have most commonly seen them on television for upcoming feature films or as previews before other films they have seen in the theater.
 - b. “A trailer often 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.”
 - c. *It is important to note that this film trailer will be in French and subtitled in English, however, students will be seeing an English dubbed (spoken) version at the theater.* Share with students how to handle reading subtitles and practice these skills as you watch the trailer together:
 - English translations appear at the bottom of the screen, usually one character at a time.
 - Read the subtitle, then look back up at the animation/action on the screen.
 - If you miss reading some subtitles, don’t worry! The action on screen will help connect the story for you.
 - d. Set your purpose for viewing the trailer: “Let’s watch the trailer together and see if we can identify the big problem that drives the film’s storyline.” Watch the trailer once through (see link at the top of this activity).
 - e. Have students turn and talk to each other about what they think the problem of the film’s story may be, then share out some ideas together. (Problem: Girls are being mysteriously kidnapped all over Paris.) Once the problem has been established, explore some questions: “Why do you think the girls are being taken? Where are they? How will the mystery be solved?”
 - f. Take the time to identify characters shown in the trailer and write them where all students will be able to see them for the last part of the activity. Those characters to include:
 - Dibili
 - Orel
 - Master Men (also called Male Masters)
3. Making Predictions
 - a. “Now that we have some information about the film: its problem, characters, and setting, our minds are already wondering more about the film’s storyline and resolution. Thinking about the film before we see it, helps us rev up our minds,

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getting us ready to notice all the details and story elements we haven't viewed yet. In the meantime, we will all be thinking about how all of the film's story elements are connected, and especially about if and how the problem will be resolved."

- b. Set students up in partners, small groups, or individually to make predictions about the film. They will be responsible for discussing their predictions regarding problem/resolution, characters, or other details they feel will come into play. Using what they have already learned and discussed, students may write, sketch, or storyboard (comics panels) their predictions. Before you give students time for this work, play the trailer once again for them, so they can continue to familiarize themselves with the story.
- c. Students take time to work to record their predictions in the style of their/your choosing.
- d. 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.

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

Teacher Resources

-Activity Sheet: "Film Reflection: The Head, The Heart, and The Gut" (Two versions are included—please choose the template that best fits your students' needs.)

Teacher Note

We encourage students to think about the film, *Dilili in Paris*, and how they received 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, comprehension)
 - Discuss animation style (digital animation layered on photographic background)
 - Divide students into partners or small groups to discuss the 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 reactions: "What made you feel happy? Which made you feel sad? Was it surprising? Scary? Confusing?"
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:
 - a. Head = Something they learned
 - b. Heart = A part they loved or a part that was meaningful for them
 - c. 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 and supporting their reflections:
 - Characters
 - Setting
 - Plot
 - Events
 - Animation Style
 - Tone
 - Beginning/Ending
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.



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NAME: _____

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

Illustration



Belle Epoque Characters: “Joie de Vivre,” Innovation, and Creation

Teacher Resources

- Activity Sheet: Belle Epoque Characters: “Joie de Vivre”, Innovation, and Creation
- Resource Sheet: Belle Epoque Characters: “Joie de Vivre”, Innovation, and Creation
- Research Resources for students to utilize

Teacher Note

In the film *Dilili in Paris*, Dilili and her group of mystery solvers encounters several characters along the way throughout the narrative. Many of these people were real figures of the time and have become well known for their inventions and innovations that continue to play a role in our lives today. While Dilili spent only moments with each of these people, students will have a chance to explore one historical figure of their choice through a basic research project.

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, comprehension)
 - Discuss animation style (digital animation layered on photographic background)
 - Divide students into partners or small groups to discuss the 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 reactions: “What made you feel happy? Which parts made you feel sad? Was it surprising? Scary? Confusing?”
2. In minilesson-style:
 - Ask students to connect to the time period: “When do you think the film took place?” (clothing, transportation, speech)
 - All of those clues let us know that the film was set at the turn of the 20th century.
 - (Consider drawing this out on the board, make a simple timeline): This time period in Paris was known as the “Belle Epoque” (Beautiful Epoch/Age) and lasted 40+ years from 1871-1914. 1871 marked the end of the Franco-Prussian War (aka the Franco-German War, loosely between France and Germany), and 1914 marked the beginning of World War I. The time is viewed as one of peace and prosperity during which scientific, technological, artistic, and cultural inventions and innovations occurred. We see through Dilili's eyes how many people lived in Paris then, recognizable now by their names or works. However, not all were living comfortably or enjoying the “joie de vivre” (joy of life), acknowledged as they traveled through the poor part of town.

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- Ask: "Did you hear any names or recognize anything that looked familiar?" (Monet, Picasso, Curie...may be popular.)
3. There were so many well-known artists and innovators, along with several who would be new to students. In most cases, the characters were met briefly, not to be heard from in the film again. This will be a chance for students to look more closely at those people.
 4. Activity: Students (individually or in partners) will choose one of these famous people to get to know further with some basic research.
 - Students choose a person from the Belle Epoque to research (see accompanying Resource Sheet for character names and professions).
 - Familiarize students with the biography note-taking Activity Sheet and resources/tech they may use to conduct research. Some online resources:
 - Biography.com
 - Fact Monster People and Biographies (factmonster.com/people)
 - Sweet Search Biographies (sweetsearch.com/biographies)
 - Britannica Kids (kids.brittanica.com)
 - Kiddle's Encyclopedia Facts (kids.kiddle.co/)
 - Students have work time, recording notes on their own sheets.
 5. At the end of this time, have students gather back together to share as either a whole group or in small groups.

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NAME: _____

Belle Epoque Characters: "Joie de Vivre," Innovation, and Creation

RESOURCE SHEET

Choose one historical figure from the Belle Epoque to research.

Emma Calvé (Opera Singer)	Gustave Eiffel (Civil Engineer)
Henri de Toulouse-Lautrec (Painter)	Henri Matisse (Painter)
Pablo Picasso (Painter)	Auguste Rodin (Sculptor)
Louis Pasteur (Scientist: Microbiology)	Gertrude Stein (Writer)
Pierre-Auguste Renoir (Painter)	Paul Poiret (Fashion Designer)
Amedeo Modigliani (Painter)	Madeleine Lemaire (Painter)
Sarah Bernhardt (Actress)	Maurice Ravel (Composer)
Louise Michel (Teacher/Anarchist)	Berthe Morisot (Painter)
Claude Debussy (Composer)	Auguste and Louis Lumière (Filmmakers)
Edgar Degas (Painter)	André Gide (Writer)
Claude Monet (Painter)	Constantin Brâncuși (Sculptor/Painter)
Marie Curie (Scientist: Physics, Chemistry)	Camille Claudel (Sculptor)
Marcel Proust (Writer)	Erik Satie (Composer)



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NAME: _____

Belle Epoque Characters: "Joie de Vivre", Innovation, and Creation ACTIVITY SHEET

Historical Figure's Full Name:	Date of Birth: Place of Birth: Date of Death: Cause of Death:
Occupation:	Family:

Significant Facts

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Why was/is this person important or famous?



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Gender (In)Equality: The Future is Equal For All!

Teacher Resources

-Activity Sheet: Gender (In)Equality: The Future is Equal For All!

-Prep prior to lesson:

- Register for a FREE account at Newsela.com
- Find articles listed in the lesson below
- Select the reading levels appropriate for your students
- Print/copy articles for modeling and small group work

Teacher Note

This activity focuses on the element of gender inequality in the film *Dilili in Paris*. Students use the film's depiction of males and females as a lens through which gender roles, stereotypes, and (in)equalities are considered and discussed. This lesson is flexible to use mentor text articles from Newsela or from another resource you feel fits best. Please note that while this lesson focuses on a binary gender system, it is critical to address gender spectrum, fluidity, and non-binary identity as valid with students.

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, comprehension)
 - Discuss animation style (digital animation layered on photographic background)
 - Divide students into partners or small groups to discuss the 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 reactions: "What made you feel happy? Which made you feel sad? Was it surprising? Scary? Confusing?"
2. Discuss specifically the scenes in which girls/women were treated as inferior (forced to crawl on all fours, called by number not by name, treated as furniture instead of as people). Elicit responses to those scenes and feelings students have about the gender inequities.
3. Connect: Share with students that there are many people who have/do believe that women are unequal to men (though the film is fiction and hyperbolized, it is a lens through which we can discuss gender roles, stereotypes, and (in)equality).
4. Create a visual (3 column chart: vocabulary in left column, definition in middle, examples in right) to give students language and ways to talk about gender. A model is shown below:



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GENDER TERMS	DEFINITION	EXAMPLES
Gender	Set of expectations constructed by society, about behaviors, characteristics, and thoughts; the state of being male or female in a binary system, fluid on a spectrum, or agender	Binary: Man, Woman, Masculine, Feminine Spectrum: Non-binary, transgender, genderqueer, agender, two-spirit (Native Nations)
Gender roles	How society expects us to act, speak, dress, groom, and conduct ourselves based upon our gender.	Women: nurturing, polite Men: strong, aggressive
Gender stereotypes	A judgment or bias about a person or group (men, women) — even though it's overly simplified and not always accurate.	Personality: Emotional (w), confident (m) Domestic Behaviors: Cook/Clean (w), Home repairs (m) Occupations: Nurse (w), Doctor (m) Physical Appearance: Dresses (w), Pants (m)
Gender equality	The state of having the same rights, status, and opportunities as others, regardless of one's gender.	Equal pay for equal work, voting rights, opportunities for education

**Definitions from Dictionary.com and Planned Parenthood*

5. Objective: Share that students will explore gender and how it affects and is affected by society.
6. Model: Pass out a copy (or project for all to see) of the Newsela article entitled “Parents Pay Boys More Than Girls for Household Chores, New Study Finds (Newsela 8/21/18)”. Ask students to listen for examples of gender roles, stereotypes, and inequality as you read (perhaps annotate, underlining evidence). Generate discussion during and after reading the article.
7. Small Group Work: Students will work in partners or small groups to read and reflect on an article that discusses gender roles, stereotypes, and (in)equality, noting them in the accompanying chart. The following are recommended Newsela articles, each with a variety of reading levels. Feel free to use any others you feel are appropriate or resonate with students (on Newsela.com search “gender” for several choices):
 - *Girls and boys learn gender behavior roles when they are young 9/25/17*
 - *U.S. women's soccer team is tired of being paid less than the men 6/5/19*
 - *More kids draw women as scientists 4/5/18*

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- *Researchers say boys favored over girls in math 11/1/16*
8. After small group work, return to whole group, so each group can share out a summary of their article and some observations they noted.
 9. EXTENSION: Take this lesson to the next step by generating a list of more gender roles, stereotypes, and inequalities students notice in their lives or media. Then, come up with ways to disrupt the harm when they notice these negative effects, interactions, or rules (i.e. speak up if others are making sexist jokes or comments).

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Gender (In)Equality: The Future is Equal For All!

Together with your partner/group, read and reflect on your article by jotting down examples you encounter about gender roles, stereotypes, and (in)equality.

<p style="text-align: center;"><u>GENDER ROLES</u></p> <p style="text-align: center;"><i>How society expects us to act, speak, dress, groom, and conduct ourselves based upon our gender.</i></p>	<p>EXAMPLES:</p>
<p style="text-align: center;"><u>GENDER STEREOTYPES</u></p> <p style="text-align: center;"><i>A judgment or bias about a person or group (men, women) — even though it's overly simplified and not always accurate.</i></p>	<p>EXAMPLES:</p>
<p style="text-align: center;"><u>GENDER EQUALITY</u></p> <p style="text-align: center;"><i>The state of having the same rights, status, and opportunities as others, regardless of one's gender.</i></p>	<p>EXAMPLES (EQUALITY and INEQUALITY):</p>



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Music of The Belle Epoque: From Classical Compositions to The Captivating Can-Can

Teacher Resources

- Prepare any art materials and select/cue up any music pieces you plan to use.

Teacher Note

In the film *Dilili in Paris*, Dilili and her group of mystery solvers encounters several characters along the way throughout the narrative. Many of these people were real figures of the time and have become well known for their inventions and innovations that continue to play a role in our lives today. While Dilili spent only moments with each of these people, students will have a chance to explore the music of the featured artists who are composers and an opera singer. With some inquiry into facets of the music they hear, students will translate and be inspired by the music to create representative visual artwork.

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, comprehension)
 - Discuss animation style (digital animation layered on photographic background)
 - Divide students into partners or small groups to discuss the 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 reactions: "What made you feel happy? Which made you feel sad? Was it surprising? Scary? Confusing?"
2. In minilesson-style:
 - Ask students to connect to the time period: "When do you think the film took place?" (clothing, transportation, speech)
 - All of those clues let us know that the film was set at the turn of the 20th century.
 - (Consider drawing this out on the board, make a simple timeline): This time period in Paris was known as the "Belle Epoque" (Beautiful Epoch/Age) and lasted 40+ years from 1871-1914. 1871 marked the end of the Franco-Prussian War (aka the Franco-German War, loosely between France and Germany), and 1914 marked the beginning of World War I. The time is viewed as one of peace and prosperity during which scientific, technological, artistic, and cultural inventions and innovations occurred. We see through Dilili's eyes how many people lived in Paris then, recognizable now by their names or works. However, not all were living comfortably or enjoying the "joie de vivre" (joy of life), acknowledged as they traveled through the poor part of town.



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OCTOBER 17-31

Education Screenings

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- Ask: "Did you hear any names or recognize anything that looked familiar?" (Monet, Picasso, Curie...may be popular.)
- 3. There were so many well-known artists and innovators, along with several who would be new to students. In most cases, the characters were met briefly, not to be heard from in the film again. This will be a chance for students to look more closely at those people. In this case, the focus will be on the musicians: singers, composers, instrumentalists.
- 4. Activity: Students will listen to a piece of music that inspires artwork.
 - Together, listen to some selections of music by the composers and singers featured in the film. These works can be accessed in a number of locations. Consider using a music streaming service (Pandora, Apple Music, Spotify), YouTube, or website dedicated to artists.
 - Use one piece of music to model thinking around interpreting musical elements: tone, instruments, pacing, rhythm, imagery, etc.
 - Discuss familiarity to the music ("Have you heard this song before?") and students' interpretations of the music's message.
 - Guide students' thinking: "If you were to draw/paint/sculpt how the music made you feel, or what scene it creates in your mind, what would it be? What colors would you use?"
 - Student work time: Students will create a visual (drawing, sketching, painting, collaging, building...) that matches their ideas about the music – what it reminds them of and how they are inspired by that music. Dependent on the technology available or needs of your class, adapt to a model that works best – whole group listening, individuals working at the same time or rotating with technology choices, small groups separated by musical piece/artist.
 - Whole group: Teacher (or students) select a musical piece or musician/singer/composer to listen to while creating visual art.
 - Individually, or divided by musical piece into small groups: students listen to their music/musician while creating visual art.
 - Wrap up: Come together as a class or in small groups to share students' visual art and their thinking behind their inspiration and artistic choices.

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REFERENCE GUIDE: MUSICAL ARTISTS IN DILILI IN PARIS AND THEIR BEST-KNOWN MUSIC:

- Emma Calvé (Opera Singer)
 - Role: Carmen in *Carmen* (Song: Habanera)
 - Album: Emma Calvé: The Complete Victor Recordings 1907-1916
- Claude Debussy (Composer)
 - Song: *Clair de Lune*
- Maurice Ravel (Composer)
 - Song: *Bolero*
- Erik Satie (Composer)
 - Song: *Gymnopédies*

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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 4-6:

The film you saw at the film festival, *Dilili in Paris*, featured a storyline that highlighted gender inequality. In other words, girls were treated poorly, but boys were not. Write an essay in which you name and describe an example of gender inequality in our society today. You may use specific moments from the film to make connections to your own example.

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.



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

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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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