

MILWAUKEE JOURNAL SENTINEL PRESENTS



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SEPT. 25 - OCT. 9, 2014

EDUCATION SCREENINGS

AninA 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 *AninA*. 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 me 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.

New this year we are introducing an Essay Contest to this packet! Submit writing from your students in response to the standard prompt we offer here by November 3, 2014 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.

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 November 15, 2014.** 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 me know).

Send student work or evidence via email to cara@mkefilm.org or by mail to:

Milwaukee Film
Attn: Cara Ogburn, Education Director
229 E Wisconsin Ave, Suite 200
Milwaukee, WI 53202

All screenings of *AninA* with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards for Speaking and Listening: SL4.1-4, SL4.6; SL5.1-4, SL5.6, SL6.1-4, SL6.6,

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

Cara Ogburn
Education Director, Milwaukee Film



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AninA Curriculum Packet Contents

Viewing the film *AninA* will allow students to consider a variety of subjects relevant to your curriculum, including interpreting fictional narratives, social and emotional learning concepts, and even mathematical concepts! The following activities are designed to connect students' experience with *AninA* to relevant concepts, texts, and themes while employing higher order thinking skills:

Before and at the screening:

◆ Let's Go To The Movies!: Preview *AninA*

Common Core-English Language Arts (CC-ELA) Literacy Standards: RI4.7, RI6.7, RL6.4, RL6.7, W4.1, W5.1, W4.4, W5.4, W6.4, W4.7, W4.8, W5.7, W5.8, SL4.1, SL5.1, SL6.1, SL6.2, SL4.4, SL5.4, SL6.6, L4.1, L5.1, L6.1, L4.3, L5.3, L6.3

◆ The Oriental Theatre: A Historic Milwaukee Landmark

After the screening:

◆ How to Read a Film: Questions to Consider for *AninA*

CC-ELA Literacy Standards: SL4.1-5; SL5.1-5.4; SL6.1-6.3

◆ Movie Review: Fact and Opinion

CC-ELA Literacy Standards: RL4.1, RL5.1, RL6.1, W4.1, W4.4-5, W5.1, W5.4-5, W6.4-5 SL4.1, SL4.4, SL5.1, SL5.4, SL6.1, L4.3, L4.5-6, L5.3, L5.5-6, L6.3, L6.5-6

◆ Forward and Backward: Palindromes and Patterns

CC-ELA Literacy Standards: RL4.2, RL4.4, RL4.7, W4.2, W4.8, SL4.1, SL4.4, L4.2, RL5.2, RL5.4, RL5.7, W5.2, W5.8, SL5.1, SL5.4, L5.2, RL6.2, RL6.4, RL6.5, W6.2, W6.8, SL6.1, SL6.6, L6.2; *Math:* 4.OA.C.5, 4.G.A.3, 5.G.B.4, 6.G.A.3

◆ What's in a Name?: Our Name Stories

CC-ELA Literacy Standards: RL4.1-3, RL4.7, W4.2, W4.4, W4.5, W4.7-9, SL4.1-4, L4.1-6, RL5.1-3, RL5.5, RL5.6-7, W5.2, W5.4, W5.5, W5.7-9, SL5.1-4, L5.1-6, RL6.1-3, RL6.5, RL6.6, W6.2, W6.4-5, W6.7-9, SL6.1-2, SL6.4, L6.1-6, *Soc. St.:* RH6-8.2, WHST6-8.7-9

◆ What a Character!: Character Sketches

CC-ELA Literacy Standards: RL4.3, RL4.7, RL4.9, W4.2, W4.4-5, W4.8-9, SL4.1, SL4.2, L4.1-6, RL5.3, RL5.5, RL5.7, W5.2, W5.4-5, W5.8-9, SL5.1, SL5.2, L5.1-6, RL6.3, RL6.5, RL6.7, W6.2, W6.4-5, W6.8-9, SL6.1-2, L6.1-6

◆ Postcards with a (Point of) View: Empathy and Understanding

CC-ELA Literacy Standards: RL4.2-3, RL4.6-7, W4.3-5, W4.7-9, SL4.1-3, L4.1-6, RL5.2-3, RL5.5-7, W5.3-5, W5.7-9, SL5.1-2, L5.1-6, RL6.2-3, RL6.5-6, W6.3-5, W6.7, W6.9, SL6.1-2, L6.1-6; *Soc. St.:* WHST6-8.7, WHST6-8.9

◆ A Recipe for Raising Children: What Kids Need

CC-ELA Literacy Standards: RL4.1-3, RL4.7, W4.2, W4.4-5, SL4.1-3, L4.1-6, RL5.1-3, RL5.7, W5.2, W5.4-5, SL5.1-3, L5.1-6, RL6.1-3, RL6.5-7, W6.2, W6.4-5, SL6.1-2, L6.1-6; *Math:* 4.MD.A.1, 5.MD.A.1

◆ Essay Contest

Submit your students' writing to be considered for prizes! Writing for the Essay Contest will fulfill Writing Standard aims.



Let's Go To The Movies!: Preview *Anina*

English Language Arts Activity

Teacher Resources:

Film Poster: <http://www.imdb.com/title/tt1947964/>

Film Trailer: <http://www.youtube.com/watch?v=sTZpl9ofC1Q>

⇒ **TEACHERS!** The following activities are intended for use before your class visits the 2014 Milwaukee Film Festival Education Screening of *Anina*. By observing the film poster, previewing the film trailer, and engaging students in discussion regarding the film, students will build common background knowledge together. This will prepare them to engage confidently with a foreign film containing subtitles, and to think critically while viewing the film itself.

Directions:

1. Explain to the students that they will soon be visiting the Oriental Theatre for an Education Screening at the 2014 Milwaukee Film Festival. They will be viewing a film entitled *Anina* that follows the story of ten-year-old Anina Yatay Salas, whose unique palindromic name causes her to be a target of teasing. After engaging in a conflict with a classmate during recess, Anina's unusual consequence from the principal provides her a way to better understand others and their unique life experiences.
2. Share the film's promotional poster, found at IMDb.com (use link provided above). Ask students to observe the poster and to share what they notice. Use prompting questions such as:
 - Who do you think these characters are?
 - What is the setting?
 - What details do you notice in this picture that may be relevant to the film (i.e. black envelope, ticket)?
 - What other things do you notice on the poster (credits, film title, awards)?
3. After a discussion about the poster, have students predict what the film will be about. Students should take quiet time to write their predictions of the film. Continue to display the poster image during this activity so students can refer to characters or objects they notice.
4. Have some students volunteer to share their predictions, either by reading what they wrote, or summarizing their ideas for the class. (Note: These predictions can be revisited once students have seen the film. Analyze predictions for accuracy and further discussion.)
5. Explain that one way people learn of what a film is going to be about is through a film trailer. A trailer is essentially a film commercial that informs us of the basic storyline, introduces us to characters and setting, and intrigues us to want to see the film.

(continued on next page)



6. Share that *AninA* is a film from Uruguay and Columbia, countries where the Spanish language is spoken. Ask: "If a film's dialogue is spoken in another language, such as Spanish, how will we be able to understand what the characters or narrator is saying?" Discuss and introduce the idea of subtitles.
7. Watch the film trailer (use link provided above) and discuss their experience reading subtitles while also paying attention to the animation: What strategies did they use to multi-task? How is this experience different than watching a film in English? Watch the trailer more than once to help students gain experience and confidence in reading subtitles.
8. Now that students have seen the film poster and film trailer, discuss the following:
 - What do you now know about the film?
 - What are you wondering about (I wonder how..., I wonder why...?)
 - Does this remind you of other films/books/stories? (Text-to-text, text-to-media)

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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?
5. Old movie posters hang in the Oriental Theatre. Write the name of one older movie you have never heard of before here:
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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How to Read a Film: Questions to Consider for *AninA*

What happens in the film? What important events occur? What is the resolution? Who are the important characters? Who are the “good” characters or “bad” characters?

These questions help students start to talk about plot, story, plot/narrative structure, character development, and conflict. For example, how would the students define Yisel? Was she good or bad? Can a character be more than just good or bad?

What is the film about? What themes, morals, or messages come up in the film?

*These questions help students start thinking about a film’s themes, messages, and morals – and seeing them as different from the story itself. In other words, a film can be about a girl’s schoolyard fight and also about a larger concept like empathy for others. Themes from *AninA* might include friendship, identity, family, class differences, responsibility for one’s own actions, empathy for others, names, bullying, and growing up.*

Do students in the class see different messages in the film? What differences do they see? Why?

Discussing how students read the film differently helps them understand that films often express more than one message, and these messages speak differently to different viewers. This discussion is helpful when implementing the Movie Review activity.

Sometimes when films have similar parts or pieces in their story, they form a collection of films with similarities called a *genre*. With animated films, they fall into a genre or category of animated films. What other genres do you think *AninA* might fall into? What other films have students seen, or books have they read, that have a similar story? What are the similarities and differences?

These questions help students think about genre and identify similarities and differences between films. Such awareness creates a basis for further media study.

Have you ever been to a movie that you thought was so long you couldn’t stay in your seat? Did it affect whether or not you liked the movie? This film is considered a feature length film. Did you like that the film was longer? Why or why not? How do you think the length of the film affects the story? Were there pieces of the story that made you wonder, like information that didn’t need to be there?

Opinions about films are important and help us develop our own personal interest. These responses can be used to help with the Movie Review activity.



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Movie Review: Fact and Opinion

⇒ **TEACHERS!** An important part of a student's understanding of art is being able to articulate an opinion about a work, being able to ask: "Did I like it? Did I not like it?" And to be able to answer the inevitable follow-up question: "Why?" This activity helps students differentiate fact and opinion through considering *AninA*. Students will recall three facts from the film. Then they can write a sentence or two on their feelings about the film. As a writing extension, students will write their own film review, supporting their opinion with factual examples from the film.

Activity:

1. Discuss with the students the difference between Fact and Opinion. What is a fact? Give an example. What is an opinion? Give an example.
2. Ask the students to give suggestions for facts from the film. Have the students evaluate whether or not they are facts or opinions. The students should write down three facts from *AninA*.
3. Then the students should write their overall opinion of the film. Ask them what types of words they used to help them better articulate their description of their opinion. How do the words you use for facts differ from those you use for opinions?
4. Explain to the students that they will be writing a movie review for the film. The students will have three steps to completing their review. **First**, they must write the **introductory sentence**, which tells the reader the name of the film, the year the film was made, and the director of the film. **Next**, the **body of the review** will have 3-5 sentences explaining their opinion with supporting facts (examples) from the film. (Example: "The film was funny, because the dad sang silly songs while washing dishes. This made me laugh.")

***Note:** These can be taught in mini-lesson stages, giving the students time to draft. The difficulty and complexity of the review will vary depending on grade and class. Add a brief film summary if there is time and the students are confident with their summary skills. The summary should follow the introductory sentence and be 2-4 sentences.*

5. The review should conclude with a recommendation from the student about seeing the film. (Example: "Above are reasons why I think you should see this film right away!" or, "The movie was boring, and I think you could see something more exciting.")
6. Complete a final, clean copy to display or share in class.
7. Have students read their opinion to the class. This could be enhanced with the third and fifth discussion questions from the "How to Read a Film" activity in this packet.

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Forward and Backward: Palindromes and Patterns

English Language Arts/Math/Visual Art Activity

Teacher Resources:

- Activity Sheet: "How Many Word Palindromes Can You Find?"
- Activity Sheet: "How Many Number Palindromes Can You Find?"

Book Connections (Theme: Palindromes):

- Go Hang a Salami! I'm a Lasagna Hog!, Palindromania!, Sit on a Potato Pan, Otis!, and So Many Dynamos!* by Jon Agee
- Punished!* by David Lubar
- Otto Undercover #1: Born to Drive* by Rhea Perlman
- Mom and Dad Are Palindromes* by Mark Shulman
- Too Hot to Hoot: Funny Palindrome Riddles* by Marvin Terban

⇒ **TEACHERS!** The following activities are intended to engage students with one of the major motifs included in *AninA*: palindromes. A palindrome is "a word, phrase, sentence, or number that reads the same backward or forward" (Merriam-Webster.com). These lessons can be done before or after the screening. You may use 1, 2 or 3 activities below. In the film, the main character is named Anina Yatay Salas. Each of her names is a palindrome, which she resents mostly because she is teased for this unique quality, however, her parents believe it is good luck and very special.

Activity 1: Palindromes in Words

1. Whole Group: Discuss as a class what a palindrome is (see definition above). Have examples ready to share with the group to show how a word can be read backward and forward. Use the following words as examples, if desired:
 - 3 letter palindromes: *dad, mom, Bob*
 - 4 letter palindromes: *Anna, noon, sees*
 - 5 letter palindromes: *level, madam, radar*
2. Split students into partners or small groups to brainstorm palindromes together. Students should use the accompanying chart ("How Many Word Palindromes Can You Find?") to organize and record their words. Allow students to use resources, such as a dictionary, to aid in their word hunt. Encourage students to start with smaller words, if needed, and then increase in word length for difficulty. Also, challenge students to brainstorm proper names that are palindromes (*Hannah, Otto, Ada*).
3. **Extension/Challenge:** For students feeling confident and savvy in palindromic words, challenge them to create palindromic phrases or sentences. These do not need to make sense, but they must read the same forward and backward (NOTE: spacing between words, punctuation, and capitalization do not need to be regarded or consistent in both directions). Some examples of palindromic phrases and sentences are below:
 - *Madam, I'm Adam.*
 - *Never odd or even*
 - *Too bad I hid a boot.*
 - *Was it a cat I saw?*



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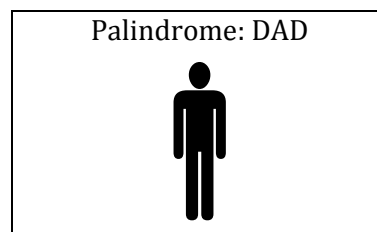
Activity 2: Palindromes in Numbers

1. Whole Group: Discuss as a class what a palindrome is (see definition above). Have examples ready to share with the group to show how a word can be read backward and forward (examples in Activity 1). Then explain how numbers can also be palindromes. Use the following numbers as examples, if desired:
 - 3 digit palindromes: 373, 818, 202
 - 4 digit palindromes: 5,995; 1,441; 7,777
 - 5 digit palindromes: 64,346; 30,003; 22,922
2. Split students into partners or small groups to brainstorm number palindromes together. Students should use the accompanying chart ("How Many Number Palindromes Can You Find?") to organize and record their words. Encourage students to start with smaller numbers, if needed, and then increase in length for difficulty. Students should analyze the numbers they are brainstorming to see if they can find patterns and use strategies for discovering as many palindromes as they can.
3. Students show accountability by completing the chart, reflecting thoughtfully and in complete sentences, and using appropriate mathematical vocabulary in response to posed questions.
4. Share findings and thoughts with the whole group.

Activity 3: Palindromes as Visual Art

1. Whole Group: Discuss as a class what a palindrome is (see definition above). Have examples ready to share with the group to show how a word or number can be read backward and forward (examples in Activity 1 and 2). Then explain how palindromes are a type of pattern, where the letters or numbers meet at a center point and then reverse. A similar pattern can be observed in math and art: symmetry. Symmetry describes the quality of having exactly similar parts that mirror each other over a center point.
2. Brainstorm things in the natural world or in our environment that are symmetrical (*stop sign, butterfly, basketball court*)
3. Combine what you know about palindromes and symmetry to create an artistic representation of a palindromic word or phrase. For example, the word *racecar* is a palindrome, so the student would illustrate or otherwise artistically create a symmetrical image of a racecar. Depending on materials available, students can do this in a number of ways, including:
 - Hand drawing
 - Paper folding and cutting to create exact symmetry (think paper heart cutouts)
 - Geometric collage

Example:



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How Many Word Palindromes Can You Find?

NAME: _____

3 Letter Palindromes

4 Letter Palindromes

5 Letter Palindromes

6 or More Letter Palindromes

Challenge: Palindromic Phrases and Sentences



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How Many Number Palindromes Can You Find?

NAME: _____

<u>2 Digit Palindromes</u>		<u>3 Digit Palindromes</u>		<u>4 Digit Palindromes</u>	
<u>5 Digit Palindromes</u>		<u>6 Digit Palindromes</u>		<u>7 Digit Palindromes</u>	
<u>8 Digit Palindromes</u>		<u>8 Digit Palindromes</u>		<u>8 Digit Palindromes</u>	

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1. What patterns have you observed in your 2 digit, 3 digit, and 4 digit numbers?

2. How many 2 digit palindromes are possible? _____

3. How many 3 digit palindromes that start with a 1 in the hundreds place are possible? _____

4. How many 3 digit palindromes that start with a 2 in the hundreds place are possible? _____

5. How many 3 digit palindromes that start with a 3 in the hundreds place are possible? _____

6. Go back to your list to see if you can discover any other 3 digit palindromes you may have missed in your brainstorming. Use a separate piece of paper to organize your numbers, if needed.

7. How many 3 digit palindromes are possible? _____

8. What strategies did you use to ensure you listed all of the 3 digit palindromes possible?

9. What strategies can you use to discover as many 4 digit palindromes as possible?



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What's in a Name?: Our Name Stories

English Language Arts/Social Studies

Teacher Resources:

- Activity Sheet: "My Name Interview"

Book Connections – Theme: Names and Their Meanings

- *The Name Jar* by Yangsook Choi
- *My Name is Elizabeth!* by Annika Dunklee
- *Chrysanthemum* by Kevin Henkes
- *A Porcupine Named Fluffy* by Helen Lester
- *Tikki Tikki Tembo* by Arlene Mosel
- *My Name is Yoon* by Helen Recorvits
- *When Jo Louis Won The Title* by Belinda Rochelle

⇒ **TEACHERS!** The film's main character has a three palindrome name, Anina Yatay Salas. She is frustrated with her classmates for teasing her about her name and with her parents for bestowing such a name upon her. However, Anina recognizes and appreciates the uniqueness of her name, always keeping her eyes open to finding other palindromes in the world. The following activity requires students to consider their own names in regard to its history, meaning, and significance.

Film Discussion & Reflection:

1. How did Anina get three palindrome names?
2. Does Anina dislike her name? Why or why not?
3. Why do Anina's classmates tease her about her name? Specifically, why does Yisel tease Anina about her name?
4. Does anyone else in the film have a palindromic name? (Answer: Natan) How is this significant to the storytelling and characters in the film?
5. Anina keeps a list of the "ugliest names in the world". Why do you think she believes these names are "ugly"?
6. What does Anina discover about the "ugly names" list her grandmother gave to her? (Think: The scene in which she hides in the science lab behind a poster about plants.)
7. Consider names from other cultures and languages that students may know. Think about the 10 most popular boys and girls names given within the last year to babies in Uruguay, where the film *Anina* was created, in contrast to the top 10 in the United States:

<u>Top 10 Uruguayan Boys' Names:</u> Agustín, Matías, Santiago, Nicolás, Martín, Bruno, Francisco, Rodrigo, Mateo, Joaquín	<u>Top 10 U.S. Boys' Names:</u> Noah, Liam, Jacob, Mason, William, Ethan, Michael, Alexander, Jayden, Daniel
<u>Top 10 Uruguayan Girls' Names:</u> Florencia, Lucía, Agustina, Valentina, Camila, Julia, Sofia, Abril, Ana Paula, Micaela	<u>Top 10 U.S. Girls' Names:</u> Sophia, Emma, Olivia, Isabella, Ava, Mia, Emily, Abigail, Madison, Elizabeth

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Activity: Name Interview

1. Ask students what they know about their own name: who picked it out, how it was chosen, does it have a special meaning, what do you think of it, etc.
2. Using the provided activity sheet ("My Name Interview"), interview a family member about the history and meaning of your name. Teachers: model this activity using your own name.
3. Once the interviews are all conducted, use the information on the activity sheets to write a paragraph explaining your name story. Paragraphs should be well-organized with a topic sentence, supporting sentences, and a concluding sentence, using proper conventions.

Extension/Challenge: Write your name story as a work of fiction. Work within the framework of traditional literature, science fiction, fantasy, or other genre of choice to tell an original story of how you received your name.



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My Name Interview

Talk with mom, dad, grandma, grandpa, or whoever has known you since you were born. Share this interview assignment together with that special person to learn the meaning and unique history behind your very own name!

People are named when they are born.
Some people are named after family members, like grandparents.
Some people receive a family name passed down for generations.
Some people receive names that have an important meaning.
Some people are named after book or movie characters.
Some people receive names from a certain language or culture.
Some people receive names because their parents like the name!

No matter the reason, your parents and family chose your name especially for you!

What is my full name (first, middle, last)?

How did I get my first name? Is there a story or meaning behind it? I will write what I learn below!

If I have a middle name, how did I get it? Is there a story or meaning behind it?

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What do you like best about my name?

Did you have other names selected for me before I was born? What would I have been named if I had been the other gender?

Ideas for me to think about...

This is what I like best about my name:

If I got to choose my name, it would be:



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What a Character!: Character Sketches

English Language Arts

Teacher Resources:

- Activity Sheet: "Character Venn Diagram"
- Activity Sheet: "Character Sketch"

⇒ **TEACHERS!** This activity allows students to reflect on the various characters they observed in the film *Anina*. Each character had a role to play in Anina's journey in empathy and understanding, whether they were considered a major and dynamic, or flat and static character. Through this activity, students will analyze Anina's character traits, along with another character of choice, and then compare and contrast the two characters.

Film Discussion & Reflection:

1. Discuss each character (or a handful of characters) from the film in terms of traits, personality, and the role they played in the storyline.

Characters:

- Anina
 - Yisel
 - Sergio (dad)
 - Maria (mom)
 - The Principal
 - Aurora and Agueda (teachers)
 - Tota and Pocha (neighbors)
 - Yonatan (Natan)
2. Which characters showed growth or change through the film? Who changed the most?

Activity: Character Sketch and Comparison:

1. In a small group or partner pairing, students will create character sketches that analyze Anina and one other character from the film. Use the included activity sheets ("Character Sketch" and "Character Venn Diagram") to complete the activity.
2. Brainstorm and list adjectives and phrases that describe each character's personality, qualities, appearance, and characteristics.
3. Complete a side-by-side character sketch using those adjectives, one for Anina and the other for a character of your choosing.
4. Use the Venn Diagram to critically analyze the characters in comparison to each other. Similar traits and qualities are noted in the space where the circles overlap. Contrasting traits and qualities are noted in the individual spaces for each character.
5. **Extension/Challenge:** Use these activity sheets as graphic organizers that will support writing. Students will write two paragraphs: one about how the two characters they picked are similar, and the other about how the two characters are different from each other. Paragraphs should include topic sentences, supporting sentences, and concluding sentences, as well as follow all proper language conventions.



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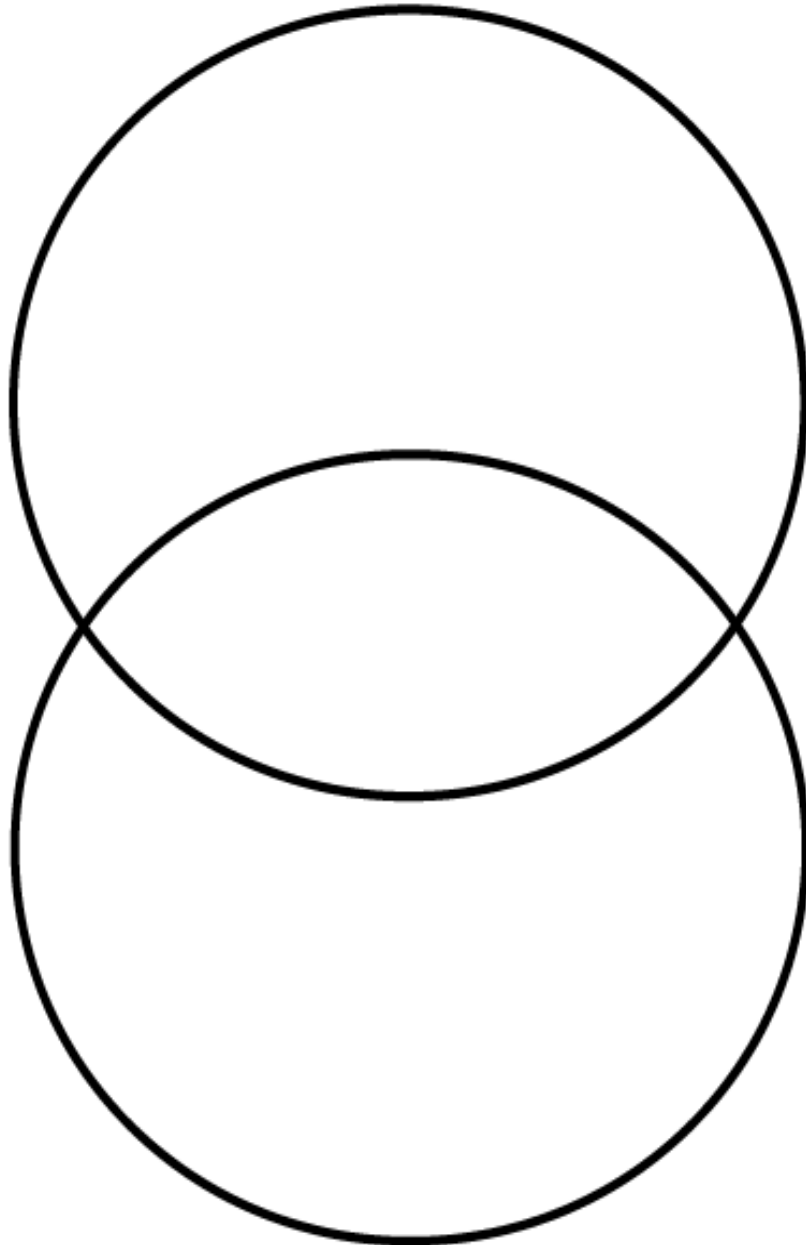
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Character Venn Diagram

NAME: _____

Anina



Character Name



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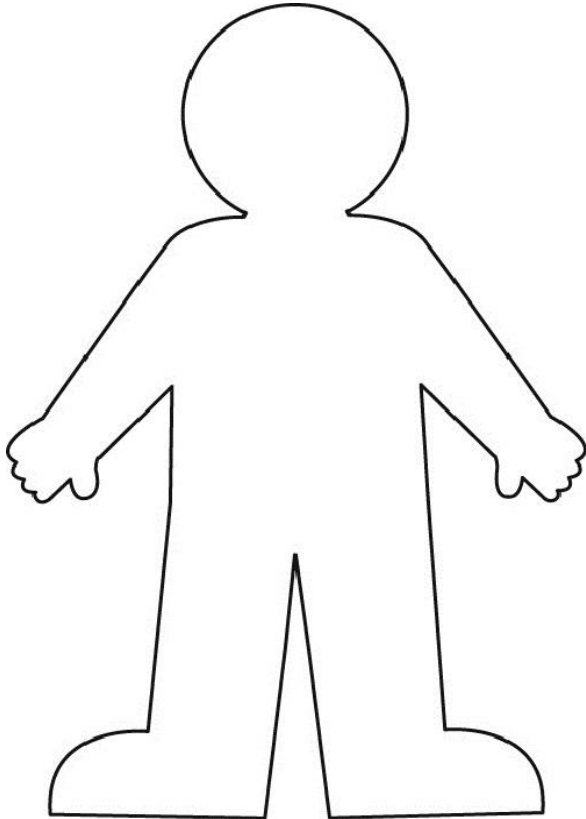
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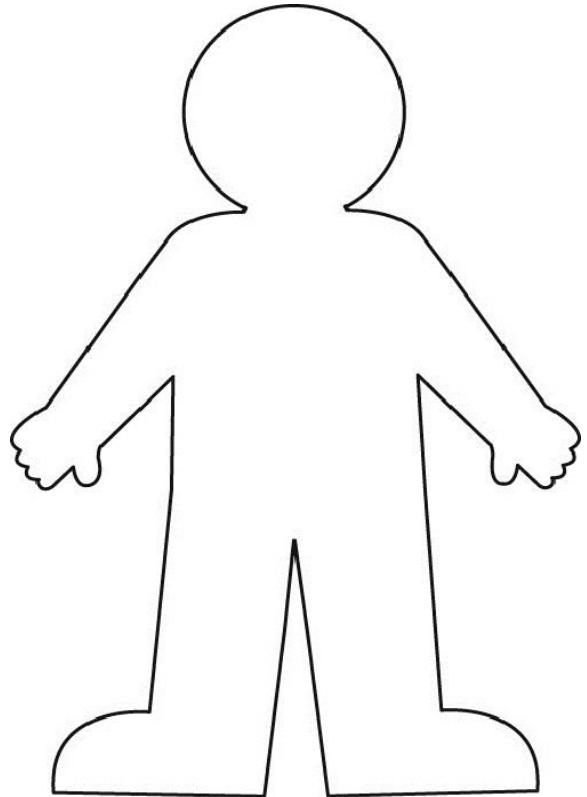
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Character Sketches

NAME: _____



Anina



Character Name



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EDUCATION SCREENINGS

Postcards with a (Point of) View: Empathy and Understanding

English Language Arts/Social Studies/Guidance

Teacher Resources

- Reference materials: Encyclopedias, Almanacs, Non-Fiction Informational Books (not included)

Book Connections – Theme: Empathy (*denotes chapter book/novel)

- The One and Only Ivan* by Katherine Applegate*
- Those Shoes* by Maribeth Boelts
- Because of Winn-Dixie* by Kate DiCamillo*
- Bink and Gollie* (series) by Kate DiCamillo*
- Spaghetti in a Hot Dog Bun* by Maria Dismondy
- Out of My Mind* by Sharon Draper*
- The Hundred Dresses* by Eleanor Estes*
- Amazing Grace* by Mary Hoffman
- Inside Out and Back Again* by Thanhha Lai*
- Rules* by Cynthia Lord*
- Confessions of a Former Bully* by Trudy Ludwig
- The Invisible Boy* by Trudy Ludwig
- Have You Filled A Bucket Today?* by Carol McCloud
- Wonder* by R.J. Palacio*
- So B. It* by Sarah Weeks*
- The Can Man* by Laura Williams
- Each Kindness* by Jacqueline Woodson
- Feathers* by Jacqueline Woodson*

⇒ **TEACHERS!** One of the most significant themes in the film *Anina* is empathy. Anina is a character that develops empathy, particularly for her fellow classmate, over the course of the film. She starts to take a kind and gentle approach to interacting with Yisel by the end of the film. Seeing Yisel's circumstances with her own eyes helped Anina realize that instead of participating in the same teasing that she also finds bothersome, she should support and be kind to her classmate.

Film Discussion & Reflection:

1. Discuss how Anina views Yisel at the beginning of the film (i.e. they are not friends, Anina refers to her as “the elephant”)
2. Throughout the film, clues are shared about Yisel's life. The audience and Anina learn that she faces struggles in her personal life. Can you name some of the clues that helped you to realize that Yisel has some challenges in her life? (Possible answers: No parents come to the principal's office, can't pay at store, Anina discovers postcards from Australia in Yisel's backpack, customer at the store comments on Yisel, Anina learns that Yisel's dad is in Australia)
3. How does Anina's view on Yisel change throughout the film?
4. Teachers: Share the definition of empathy. Empathy is “the ability to understand and share the feelings of others.”
5. How do you know Anina feels empathy for Yisel at the conclusion of the film? (Possible answers: has patience after witnessing Yisel's struggles, shares her bus ticket with a palindromic number)

(activity continues on next page)



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Activity: Postcards with a (Point of) View:

1. Quick Write: We are left to wonder (and so is Anina) about Yisel's family. We learn her father is in Australia, but we do not know why. Write your ideas as to why you think he is there. How long has he been there, and when is he coming back? (Note: Teachers may want to brainstorm as a whole group to get ideas flowing about what Yisel's father is doing in Australia. Is he there on business? Traveling? School work? Moving? Secret mission from the government?)
2. Next, create a postcard, using index cards or regular printer paper, writing a note in friendly letter format (heading/date, greeting, body, closing, signature) from the point of view (POV) of Yisel's father, addressed to Yisel. On the opposite side of the postcard note, illustrate a postcard picture that shows an Australian locale or symbol (i.e. Sydney Opera House, kangaroo, Ayers Rock). Use reference materials available, such as encyclopedias, almanacs, non-fiction books, etc., to gain some background knowledge of Australia in order to complete this activity.
3. Lastly, write another postcard from the POV of Yisel. Yisel should be writing a postcard back to her father in Australia in response to the postcard he would have sent (in Step #2). Follow the same directions as in Step #2, and include a picture of a locale or symbol of Uruguay for the postcard picture.



A Recipe for Raising Children: What Kids Need
English Language Arts/Math/Guidance/Visual Art

Teacher Resources:

- Activity Sheet: "Recipe: How to Raise a Child"

⇒ **TEACHERS!** When Anina screams out that there is "no recipe to raise me!," Anina's mother and the audience are reminded that she is a unique individual. This moment in the film provides the opportunity for students, teachers, and families alike, to remember that every child is an individual. There is not one correct way to raise our children, but many ideas that help our children to grow and flourish.

Film Discussion & Reflection:

1. After Anina and Yisel fight, their principal gives them each a sealed black envelope and instructions to not open them until they meet again. Anina says it is the "weirdest punishment in the history of weird punishments". Knowing what you know now about the black envelope and what it contains, was this an appropriate consequence for Anina and Yisel? Why or why not?
2. When Anina's old neighbors, Tota and Pocha, find out that Anina is misbehaving at school, they lend a book about child behavior and punishments to Anina's mother. Upon hearing that her mother might read it, Anina throws the book in the air and screams that there is "no recipe to raise me!" What do you think Anina means by that? How does Anina's mother react to Anina destroying the book?
3. How do parents learn to raise kids?
4. What do you think parents and families should do to raise kids? What do you think kids need most while growing up?

Activity: Create a Recipe:

1. Each student will create a "recipe" for raising a child. Using the attached activity sheet ("Recipe: How to Raise a Child"), students will invent a recipe with an accompanying illustration that includes any and all qualities each student believes is important to raising a child. What "ingredients" can students add to their recipe that are meaningful? These qualities can be serious and necessary in nature, or playful and humorous. Brainstorm qualities as a whole group to inspire thoughts amongst all students.

An example list of "ingredients":

- 1 cup of love
- 2 cups of patience
- ¼ cup of kindness

(continued on next page)

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- ½ cup of silliness
 - 1 tablespoon of family time on the weekend
 - 2 teaspoons of playing catch
...etc...
2. Review mathematical measurement concepts, so students can use them proportionally in their recipe (cup, tablespoon, teaspoon).
 3. Next, incorporate the ingredients into a list of directions, as it might appear in a cookbook. Encourage use of transition words, i.e. first, next, finally and creativity in writing.



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Recipe: How to Raise a Child

NAME: _____

INGREDIENTS LIST

DIRECTIONS

Illustration



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2014 ESSAY CONTEST

This year, Milwaukee Film is inaugurating 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.
- Entries may be hand-written or typed.
- 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
229 E Wisconsin Ave #200
Milwaukee, WI 53202

- Submissions must be postmarked by November 3, 2014
- Teachers of winning entries will be notified by November 21, 2014 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, *Anina*, opens with the line: "My name is Anina Yatay Salas, I'm 10 years old and I'm in deep trouble." Write an essay where you tell us whether or not this line is a good opening to the film and why. Be sure to use examples from the film to support your opinion.

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 discuss the plot of the film, or use some of the other activities in this packet that illuminate particular themes (names, palindromes, the kind of trouble Anina is in, etc). After completing a first draft, feel free to have your students workshop their writing and revise/edit their work accordingly.

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EDUCATION SCREENINGS

MILWAUKEE FILM ESSAY CONTEST RELEASE FORM

Include a completed copy of this slip with each submission for the 2014 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 2014 Essay Contest:

Parent/Guardian Signature _____ Date _____

Parent/Guardian Full Name (printed) _____

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