



Shorts: *In My Neighborhood* 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, *In My Neighborhood*. 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, 2018.** 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 Friday, December 21, 2018 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 Shorts: *In My Neighborhood* 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!

Cara Ogburn
Programming & Education Director, Milwaukee Film



Additional Support provided by Greater Milwaukee Foundation / Grace G. Horn Fund and Gene & Ruth Posner Foundation, Inc.



Shorts: In My Neighborhood Curriculum Packet Contents

[Shorts: In My Neighborhood](#) provides teachers and students an opportunity to explore a variety of issues surrounding their neighborhood. The following activities are designed to connect students' experiences viewing these shorts to other relevant events, texts, and themes while employing high order thinking.

Many of the activities can be completed before the film viewing to get students thinking about the topics and themes the film presents. Whether a film activity is recommended before or after the film screening can be found in the ⇒ **TEACHERS!** section for each activity.

The order provided here is the recommended order for the activities provided in this packet.

Pre-Screening Activity (Shorts: In My Neighborhood): Film Detectives at Work

Get ready for your field trip to the Milwaukee Film Education Screening of *Shorts: In My Neighborhood* 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

My Favorite Film: The Best of The Best!

Live action and animation. Humorous and thoughtful. Fiction and documentary. Foreign 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

People in Our Neighborhoods: Look For The Helpers

Across the films, students will see neighbors cooperating and helping one another (buying a gift, helping a lost owl find his mom, looking for a bird that escaped, using skateboards to make carrying groceries easier for an old man, finding a home for fleas, etc.). In this activity, students will identify the helpers in their own communities, using art and writing to show their helpers in action.

English Language Arts/Social Studies

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





Life in Our Neighborhoods: This is How We Do It

Students will see neighbors interacting with their neighbors (for fun, to problem solve, to make art, to gather food, to work) across the films. In this activity, students will consider the ways the characters in the film greet, cooperate with, play with, and celebrate with their neighbors.

English Language Arts/Social Studies

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

Mapping Neighborhoods: Who Are The People and Places In Our Neighborhoods?

Students will see neighbors interacting as part of their community in the films. In this activity, students will consider the neighbors and neighborhoods of the films (which range from forests to big cities) and then reflect on the people and places in their own neighborhoods in order to depict them in their own map drawing.

English Language Arts/Social Studies/Art

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

Art in Our Neighborhoods: One Person’s Trash is Another Person’s Artwork

This activity is inspired by the live action film SCRAP DOLLS. In this film, an older artist inspires a boy to express himself and deal with his grief through art. The two artists make art with found materials, often trash, making something beautiful out of something discarded. In this activity, students will collect materials and create their own artwork.

English Language Arts/Social Studies/Art

Common Core Standards – RL1.1-4, RL1.7, RL2.1-4, RL2.7, RL3.1-4, RL3.7, SL1.1-6, SL2.1-6, SL3.1-6

Welcoming New Neighbors: Filling Bellies and Hearts. One Bite At A Time

Students will see films that feature characters who were displaced from their homes, are searching for a new home, and looking to find a way home. Many will be able to relate to the feelings of being in a new place (moving to a new house/city, being the new kid in school). In this activity, students will reflect on the power they have to make others feel welcome.

English Language Arts/Social Studies/Art

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



Shorts: In My Neighborhood – Program Guide

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



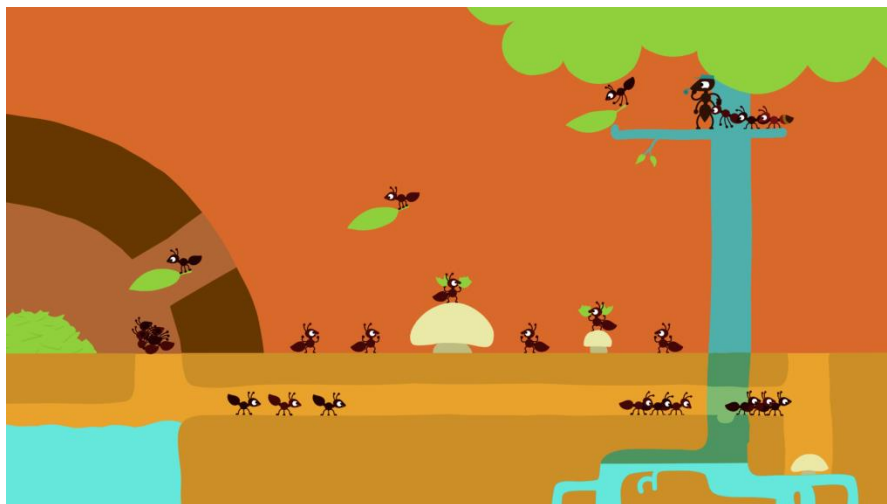
Outdoors

A very old apartment dweller steps out of her cage and into the big city after her pet bird is accidentally set free by the little girl next door. As she searches for her lost bird, she discovers something bigger than the city itself.



Funny Fish (Drole de Poisson)

In the middle of the ocean, a school of fish comes to the rescue of a red fish floating on the surface of the water. They try to do everything they can to help it come back into the water and breathe, unaware that it's in fact a balloon.



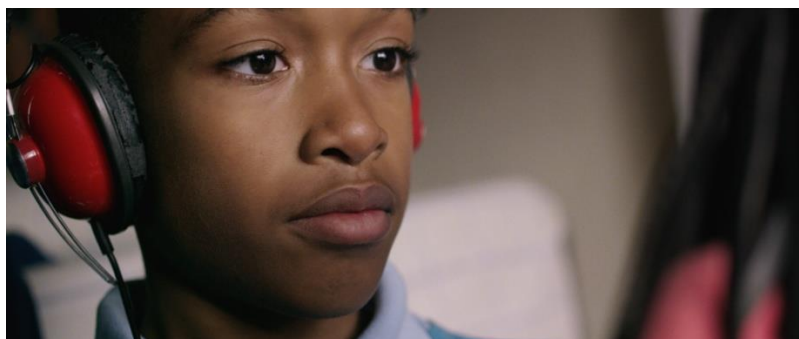
[ANT](#)

The ants are working together perfectly. But there is one ant who is doing everything differently.



[The Fruits of Clouds](#)

Furry and his group of friends live in a glade surrounded by dark woods. They eat seeds which transform into glowing fruit once they touch the ground. However, these appear only rarely. The animals' fear of the forest keeps them from leaving the glade to look for the food's source. But Furry's curiosity is awakened....



[Scrap Dolls](#)

On the east side of Detroit an 11-year-old boy, grieving over the loss of his best friend, encounters an artist who makes art out of abandoned objects.



HADIA (The Gift) (HEDIYE)

Tarek is a 6-year-old boy. He is from Aleppo. He is also a superhero. At least back home, he used to be. Now in a new place, he seems to have lost his super powers - just before his biggest secret mission. This is the story of a little kid discovering that the gift is always inside them no matter where they are.



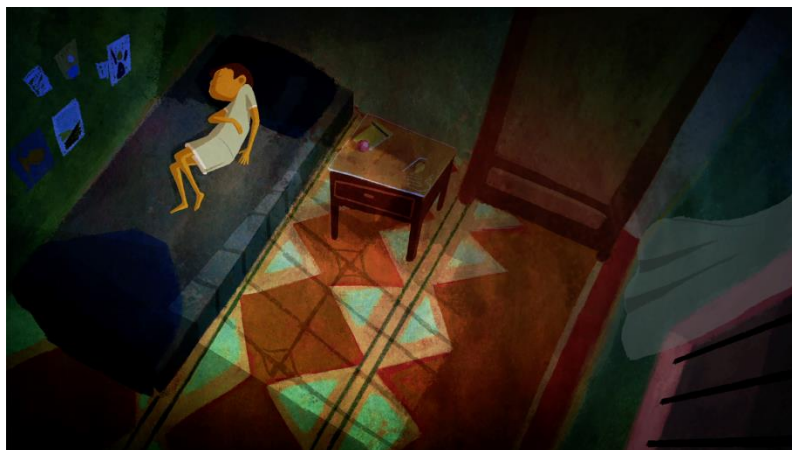
A Bit Lost (un peu perdu)

Little Owl has fallen from his nest and landed on the ground. Now he is lost, and his mommy is nowhere to be seen! With the earnest help of his new friend Squirrel, Little Owl goes in search of animals that fit his description of Mommy Owl.



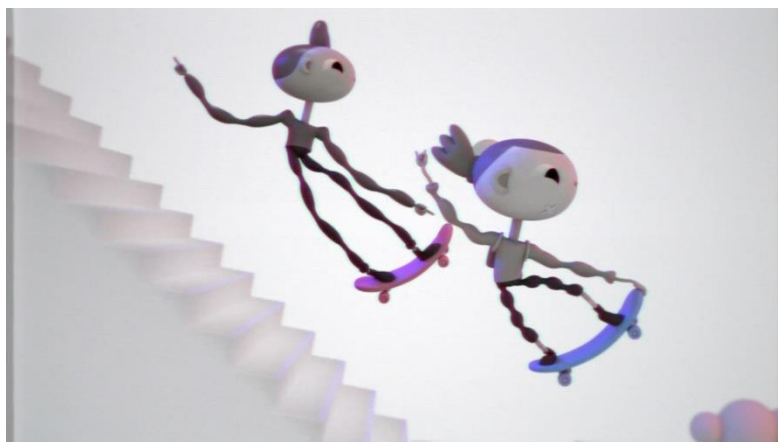
Patchwork Dog

Patchwork Dog has a problem: he has fleas! Will the Patchwork Pals find a way to help him?



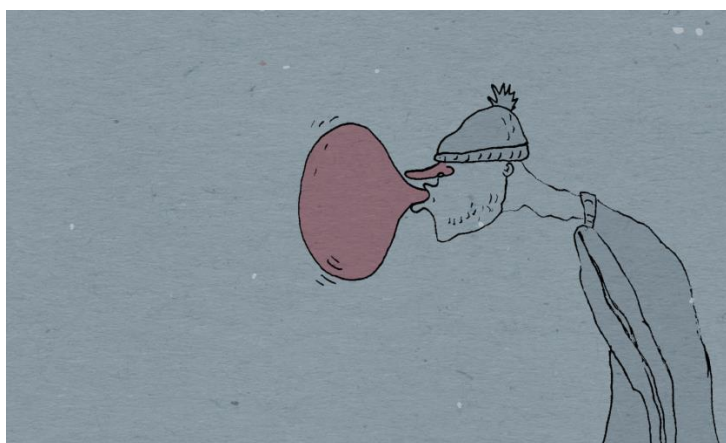
[Water Path for a Fish \(Camino de agua para un pez\)](#)

In the middle of the night, Oscar chases a mysterious goldfish through a rampant adventure in a Latin American neighborhood where water is scarce.



[Blue Cherry](#)

Two skaters looking for their next big adventure help an old person with their groceries.



[Tip-Top](#)

People are freezing at the bus stop. It's not a big deal, everything's tip-top.

[Back to Activities List](#)



Pre-Screening Activity (Shorts: Facing Your Fears): Film Detectives at Work

English Language Arts

Teacher Resources

-Activity Sheet: Film Detectives at Work

⇒ **TEACHERS!** This activity is intended to be done prior to attending the Education Screening of *Shorts: In My Neighborhood*. 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 2018 Milwaukee Film Festival Education Screenings by actively thinking about storytelling on film, specifically using the short films you'll be seeing, *Shorts: In My Neighborhood*. Gather students together, and guide the discussion:
 - a. Explain to students that they will be attending an Education Screening at the 2018 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.
 - 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 program they will be seeing is a collection of short films from all over the world in places such as Germany, Turkey, the Czech Republic, and Spain. Locate these countries on a map and allow students to share background knowledge.
 - c. Discuss the program's universal theme (*In My Neighborhood*). Ask students:
 - What is a neighborhood?
 - For examples of what you find in a neighborhood
 - Who are some people in your neighborhood?
 - What is your favorite part of your neighborhood?

Use the [film stills and synopses](#) that accompany them in this curriculum packet, to lead the next part of the activity:

- a. Share that students will be getting a sneak peek into the films they will see on their field trip!
- b. 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).
- c. Explain that students are going to be film detectives to try to make their best predictions of what each short will be about.
- d. 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.
- e. 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.

AssociatedBank presents
THE 10TH ANNUAL MILWAUKEE FILM FEST
 Oct. 18 - Nov. 1, 2018

Education Screenings

Presented by  Herzfeld Foundation

NAME: _____

Pre-Screening Activity (Shorts: In My Neighborhood): Film Detectives at Work

Outdoors	Funny Fish	ANT
The Fruits of Clouds	Scrap Dolls	HADIA (The Gift)



Presented by

Herzfeld
Foundation

<p>A Bit Lost (un peu perdu)</p>	<p>Patchwork Dog</p>	<p>Water Path for a Fish (Camino de agua para un pez)</p>
<p>Blue Cherry</p>	<p>Tip-Top</p>	

[Back to Activities List](#)



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.

[Back to Activities List](#)



My Favorite Short Film: The Best of the Best!

English Language Arts

Teacher Resources

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

⇒ **TEACHERS!** The short films shown at the Education Screenings were united by a theme of “In My Neighborhood,” but they were enormously diverse in many other ways, namely: animation style, subject, storyline, 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 (stop motion, CGI, hand-drawn) 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
- 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.

[Back to Activities List](#)





NAME: _____

My Favorite Short Film: The Best of The Best!

Illustration

My Favorite Short Film's Title: _____



People in Our Neighborhoods: Look For The Helpers

Teacher Resources

- Paper and drawing materials
- Anchor chart paper/whiteboard/blackboard
- Look For The Helpers Activity Sheet

⇒ **TEACHERS!** The short films shown at the Education Screenings were united by a theme of “In My Neighborhood.” Students saw neighbors cooperating and helping one another (buying a gift, helping a lost owl find his mom, looking for a bird that escaped, using skateboards to make carrying groceries easier for an old man, finding a home for fleas, etc.). In this activity, students will identify the helpers in their own communities, whether paid to do so or as a volunteer.

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 for display, so students can easily refer to particular films.
2. Share with students that in many of the films, there were people, animals, or creatures that helped someone else. They may have had a problem to solve or needed assistance to complete a task. Reflect on some of the films together to recognize examples of helping.
3. Have students turn and talk with a partner on the question: “Who are the helpers in your neighborhood?” Come back together and ask students to share out some examples, recording them on a visual display (anchor chart, board, doc camera). Some ideas:
 - Librarian
 - Crossing guard
 - Police Officer
 - Postal Worker
 - Car Wash attendant
 - Teachers
 - Pastor/Rabbi
4. Students will pick one helper from their own neighborhood to highlight, using the accompanying activity sheet. The person may be representative of a particular job or way of helping (i.e. firefighter) or a specific person (i.e. Mrs. Smith who mows lawns for the elderly neighbors). Students will draw that person and their helping in action, and write about who the person is and how they are a helper.
5. To wrap up, gather again as a group to share out the pictures and ideas, and reflect on the idea that neighbors can connect positively with other neighbors through simple helping kindnesses.

[Back to Activities List](#)



Life in Our Neighborhoods: This is How We Do It

Teacher Resources

- Paper and drawing materials
- Anchor chart paper/whiteboard/blackboard
- This is How We Do It Activity Sheet

⇒ **TEACHERS!** The short films shown at the Education Screenings were united by a theme of “In My Neighborhood”. Students saw neighbors interacting with their neighbors (for fun, to problem solve, to make art, to gather food, to work). In this activity, students will consider the ways the characters in the film greet, cooperate with, play with, and celebrate with their neighbors.

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 for display, so students can easily refer to particular films.
2. Share with students that in all of the films, there were people, animals, or creatures that interacted with others in their neighborhood or community. They may have been having fun, working together, or solving a problem. Reflect on some of the films together to recognize examples of interacting. Examples: Ant = working together, Patchwork Dog = helping fleas find a home, Scrap Dolls = making art
3. “As you can see, there are many different ways neighbors interact with each other. I’m curious to hear how you interact with your neighbors in your neighborhood.” Have students turn and talk with a partner on the following questions. Come back together and ask students to share out some examples, recording them on a visual display (anchor chart, board, doc camera).
 - How do you greet your neighbors? (handshake, high five, wave)
 - How do you cooperate with your neighbors?
 - How do you play with your neighbors?
 - How do you celebrate with your neighbors?
4. Students will show their own responses to these questions in relation to their own neighborhood, using the accompanying activity sheet. The prompts appear on the left and they may illustrate and/or write on the right side.
5. To wrap up, gather again as a group to share out the pictures and ideas, and reflect on the idea that neighbors can interact in many different ways with each other. Interacting with neighbors is one way to grow a sense of community and to get to know your neighbors.

[Back to Activities List](#)



Mapping Neighborhoods: Who Are The People and Places In Our Neighborhoods?

Teacher Resources

- Paper and drawing materials
- Anchor chart paper/whiteboard/blackboard

⇒ **TEACHERS!** The short films shown at the Education Screenings were united by a theme of “In My Neighborhood”. Students saw neighbors interacting as part of their community. The settings, ranging from forests to big cities, were interwoven with the plot of many of the films. In this activity, students will consider the neighbors and neighborhoods of the films and then reflect on the people and places in their own neighborhoods in order to draw a map.

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 for display, so students can easily refer to particular films.
2. Share with students that the films shown were very different from one another, but they also shared one thing in common, their theme of “In My Neighborhood.” That means that each film showcased neighbors, neighborhoods, and communities as part of their storyline and setting.
3. Go through each film (or several examples) asking students to identify how they see the neighborhood theme fitting into each one:
 - Did you see neighbors in the film? Who were they?
 - What buildings or places did you notice as part of those neighborhoods?
 - How did you see neighbors cooperate, collaborate, and problem solve?
4. Now ask students to consider their own neighborhood. Create an anchor chart or visual to document brainstorming. Draw a simple T-chart labeling one column “People” and the other “Places”. Ask students “Who the people are in their neighborhood?” and “What are places in your neighborhood?” Keep in mind, some students may answer with general terms (restaurants) and others will name specific places (McDonald’s). Accept all ideas and jot them down. Some ideas to get you started:

PEOPLE	PLACES
Families	Homes
Firefighters	Restaurants
Crossing Guards	Library
Police	Bank
Sanitary Worker	Stores
Store Owners	Parks
Clergy	Schools
Mayor	Barbershop
Teachers	Community Center
Artists	Church/Temple/Mosque...
Bus Drivers	Gas Station



5. Reflect on how some students may have something in their neighborhood that others do not, highlighting that there are many different types of neighborhoods.
6. Model how students will draw a map (not to scale, proportion, or accurate directionality) to think about and show the people and places in their neighborhood. Model drawing on a piece of paper, your home first, then think aloud about other people and places to add. Label your drawing. For example: "I'm going to start by drawing my home (sketch). Right down the street from me is the library (sketch). There is a school close by, too (sketch)..."
7. Tell students they will now have a chance to draw pictures of their neighborhoods. Pass out paper to each student. They should:
 - Draw people
 - Draw places (start with where they live)
 - Label (if appropriate for age level)
 - Use the anchor chart you built together as reference to spark ideas
8. When students are done, be sure to gather together again as a group so that students have the opportunity to share (hold up drawings or use a doc camera). Encourage students to notice similarities and differences. Connect back to the neighborhoods in the films, as well. If possible, display the artwork so students see their identity piece showcased.

[Back to Activities List](#)





Art in Our Neighborhoods: One Person’s Trash is Another Person’s Artwork

Teacher Resources

- Trash (non-perishable, clean), scraps, recyclable materials
- Scissors, glue, tape

⇒ **TEACHERS!** The short films shown at the Education Screenings were united by a theme of “In My Neighborhood”. This activity is inspired by the live action film *SCRAP DOLLS*. In this film, an older artist inspires a boy to express himself and deal with his grief through art. The two artists make art with found materials, often trash, making something beautiful out of something discarded. In this activity, students will collect materials and create their own artwork.

Directions

1. **PREPARATION:** For several days ahead of the activity, ask students to gather items (trash, recyclables, scraps) from home and school so they’ll have supplies to create artwork like the boy and the junkyard artist in *SCRAP DOLLS*. Encourage them to bring in “clean” trash (non-perishable, cleaned off food/products). Gather items into a community box for shared use during the activity.
2. 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 for display, so students can easily refer to particular films.
3. Share with students that in the film *SCRAP DOLLS*, we witnessed the connection between the boy and the junkyard artist, and the power of making art. Also note that art can be found and made just by looking around your neighborhood.
4. Discuss: “Why do people make art?” Students may turn and talk. Come back together and ask students to share out some examples, recording them on a visual display (anchor chart, board, doc camera). Some ideas to get you started:
 - To record a memory
 - To respond to an emotion or situation
 - To be creative
 - To express feelings
5. Reflecting on the film, we saw that the boy making art was a way to help him grieve the loss of his friend. He honored her by placing the doll he finished at her memorial site. Say: “Just like the boy and the junkyard artist in the film, we have also collected materials from home, school, and around our neighborhoods. It may look like a pile of trash now, but let’s see if we can turn it into artwork.”
6. Model for students how they can examine the scraps and consider how that can lead them to an artistic idea.
7. Allow students to selected some scraps to work with and begin creating some art. Some may choose to do a 3D/sculptural piece, while others may work in a more 2D/collage/flat manner. Let them decide how it will look and develop.
8. Wrap up this activity by allowing students to come together to share what they created, or consider doing a gallery walk in which students travel around to observe the pieces created



AssociatedBank presents
**THE 10TH ANNUAL
MILWAUKEE
FILM FEST**
Oct. 18 - Nov. 1, 2018

**Education
Screenings**

Presented by  Herzfeld
Foundation

by their classmates. Have them notice how ordinary objects can be transformed with an artistic eye.

[Back to Activities List](#)



Welcoming New Neighbors: Filling Bellies and Hearts, One Bite At A Time

Teacher Resources

- Welcoming New Neighbors Activity Sheet

⇒ **TEACHERS!** The short films shown at the Education Screenings were united by a theme of “In My Neighborhood”. Students saw films that featured characters who were displaced from their homes, searching for a new home, and looking to find a way home. Films such as HADIA show what it is like to be uprooted from home as a refugee fleeing war. Though students will have varying degrees of understanding of the plight of refugees, many will be able to relate to the feelings of being in a new place (moving to a new house/city, being the new kid in school). In this activity, students will reflect on the power they have to make others feel welcome.

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 for display, so students can easily refer to particular films.
2. Reflect on the films that focused on characters who have left their homes (purposely or not). Be sure to discuss the film HADIA, explaining why the boy Tarek had to leave Aleppo, Syria (war, safety) and that he is a refugee. Remember how Tarek felt he didn't have his superpowers in his new home, until a young girl came by and welcomed him by helping him find and make gifts for his mother's birthday. Making the sweets together was a fun and carefree time.
3. Sometimes new people move into our neighborhood, or we may be the people who move to a new neighborhood. For any students who have a personal connection to being new in a neighborhood, ask them to share what it feels like to be new. How did they start feeling like part of the neighborhood? Did other neighbors welcome them?
4. Brainstorm together: “What are some ways we can welcome new neighbors to our neighborhood?” Share out or make a visual list.
5. One way people welcome others to a community is by sharing food: making cookies, pouring a glass of lemonade, etc. Imagine someone has just moved into your neighborhood and you can welcome them with a special meal. What would you make and serve to your guests to welcome them?
6. Model for students some ideas you have for a meal you would make. Highlight different types of food that could be considered, perhaps foods that represent cultural heritage or personal traditions. Consider food for special occasions, like holidays and birthdays, or favorite foods that you love to eat with your family. Think:
 - Special occasion food: birthday cake, Thanksgiving turkey
 - Cultural dish: Jambalaya, kim chee, jerk chicken, tamales
 - Religious inspired food: matzo, Friday fish fry
 - Family tradition foods: Grandma's chicken soup, dad's BBQ ribs



7. Ask students to think about what they would serve at this welcoming meal. Students will now have a chance to share that meal on the accompanying Welcoming Meal Plate Activity Sheet. Students may use any drawing materials available. Encourage students to colorfully fill up their plate with their meal. Some may want to label the foods

8. When students are finished, allow them a chance to share their plates with other students as they show how they would welcome someone new to their neighborhood.

[Back to Activities List](#)

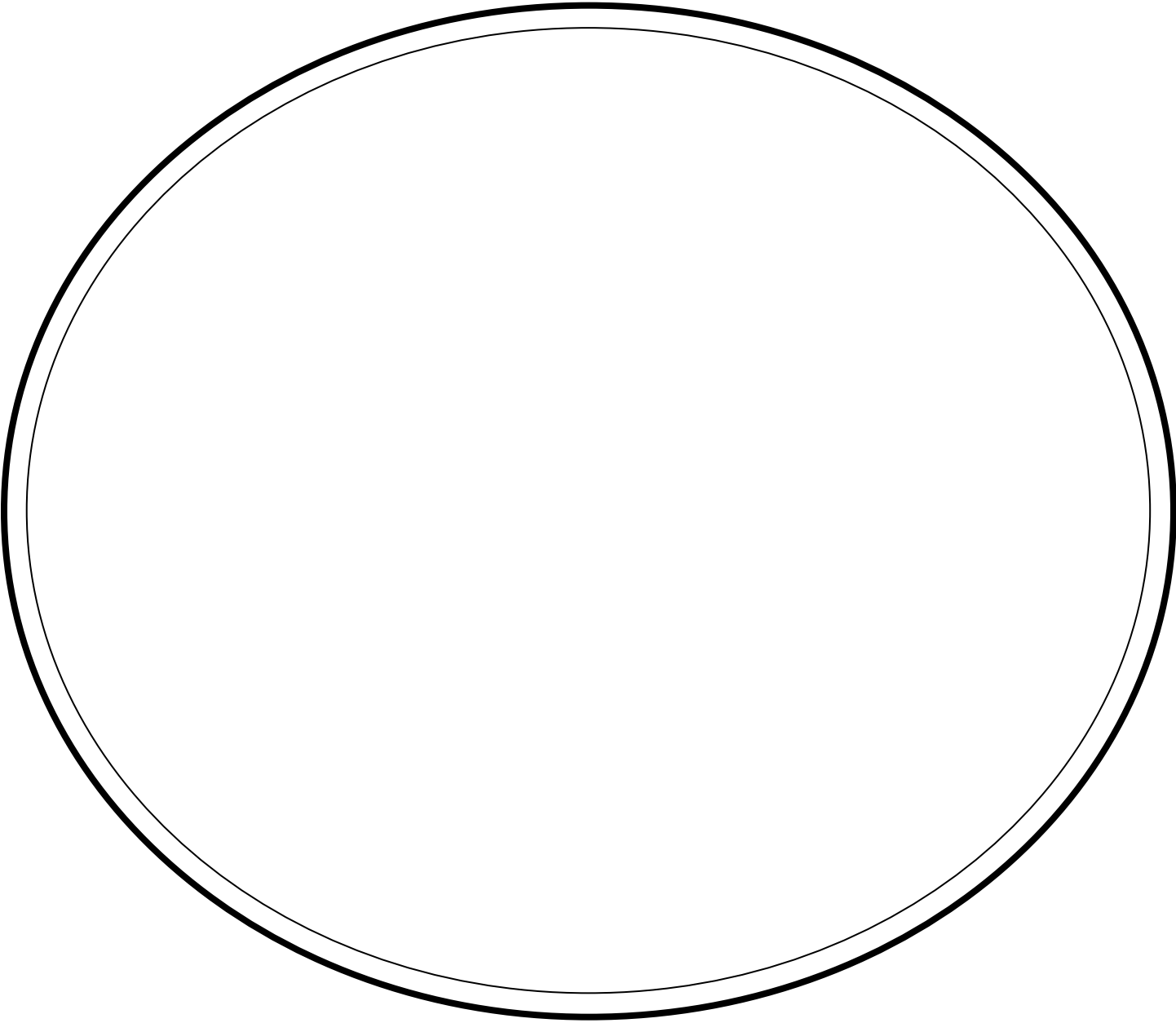
AssociatedBank presents
**THE 10TH ANNUAL
MILWAUKEE
FILM FEST**
Oct. 18 - Nov. 1, 2018

**Education
Screenings**

Presented by  Herzfeld
Foundation

Welcoming New Neighbors: Filling Bellies and Hearts, One Bite At A Time

WELCOMING MEAL PLATE





2018 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 21, 2018**
- Teachers of winning entries will be notified by February 1st, 2019 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, "In My Neighborhood." Write a short essay that explains which film was your favorite and why. Be sure to be detailed in explaining your reasons.

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.

[Back to Activities List](#)



MILWAUKEE FILM ESSAY CONTEST RELEASE FORM

Include a completed copy of this slip with each submission for the 2018 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 2018 Essay Contest:

Parent/Guardian Signature _____ **Date** _____

Parent/Guardian Full Name (printed) _____

MILWAUKEE FILM ESSAY CONTEST RELEASE FORM

Include a completed copy of this slip with each submission for the 2018 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 2018 Essay Contest:

Parent/Guardian Signature _____ **Date** _____

Parent/Guardian Full Name (printed) _____
