



# EDUCATION SCREENINGS

## ***Keepers of the Game* 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 *Keepers of the Game*. 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.

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, 2016.** 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).

**There is an Essay Contest in this packet!** Submit writing from your students in response to the standard prompt we offer here by November 21, 2016 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 [cara@mkefilm.org](mailto:cara@mkefilm.org) or by mail to:

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

All screenings of *Keepers of the Game* with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards for Speaking and Listening: SL.6.1-4, SL.6.6, SL.7.1-4, SL.7.6, SL.8.1-4, SL.8.6.

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

Cara Ogburn  
Programming and Education Director, Milwaukee Film



Additional Support provided by the Greater Milwaukee Foundation - Grace G. Horn Fund, Gene & Ruth Posner Foundation, Woman's Club of Greater Wisconsin Foundation, and Anonymous.



### ***Keepers of the Game Curriculum Packet Contents***

*Keepers of the Game* provides teachers and students an opportunity to explore a variety of issues surrounding gender expectations, tradition, and perseverance. The following activities are designed to connect students' experiences viewing *Keepers of the Game* 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 "Teacher Background" section for each activity.

The order provided here is the recommended order for the activities provided in this packet. Activities were designed for a 45-50 minute class period.

#### ***Before and at the screening:***

##### **Let's Go To The Movies!: Preview *Keepers of the Game***

*Common Core-English Language Arts (CC-ELA) Literacy Standards:* RI.4.7, RI.6.7, RL.6.4, RL.6.7, W.4.1, W.5.1, W.4.4, W.5.4, W.6.4, W.4.7, W.4.8, W.5.7, W.5.8, SL.4.1, SL.5.1, SL.6.1, SL.6.2, SL.4.4, SL.5.4, SL.6.6, L.4.1, L.5.1, L.6.1, L.4.3, L.5.3, L.6.3

##### **What is a Documentary? (2 Parts; Before Film Screening; approximately 2 class periods)**

*Students will learn about the genre of documentary film by both viewing brief documentary pieces and interviews with directors describing their work. Students are asked to respond to questions about the content and purpose of the documentary. The goal of this work is for students to gain more familiarity with how documentary films are built so they can have a more structured and meaningful viewing experience. This activity also reinforces the "Making Your Own Documentary" Activity. This work is designed to be completed in groups, but it can be done independently.*

*Common Core English Language Arts (CC-ELA) Literacy Standards:* RI.6.1-3,5-8,10; RI.7.1-3,5-8,10; RI.8.1-3,5-6,8,10; L.6.1-4,6; L.7.1-4,6; L.8.1-4,6; W.6.2,4-5,7-10; W.7.2,4-5,7-10; W.8.2,4-5,7-10; SL.6.1-4,6; SL.7.1-4,6; SL.8.1-4,6

#### ***After the screening:***

##### **Lacrosse Basics (2 Parts; Before Film Screening; approximately 1 class period)**

*Students will learn about the game of lacrosse by reading and reporting facts about the sport to their peers. The goal of this work is for students to improve their reading and summarizing skills with a piece of informational text. This work is designed to be completed in whole-small-whole format, but it could also be completed independently.*

*Common Core English Language Arts (CC-ELA) Literacy Standards:* RI.6.1-4,7,9,10; RI.7.1-4,7,9,10; RI.8.1-4,9-10; L.6.1-4,6; L.7.1-4,6; L.8.1-4,6; W.6.4,7-8,10; W.7.4,7-8,10; W.8.4,7-8,10; SL.6.1-2,4,6; SL.7.1-2,4,6; SL.8.1-2,4,6



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**Mohawk Tribe Research** (3 Parts; Before Film Screening; 2-3 class periods)

*Students will conduct research on the Mohawk Tribe to take note of the tribal group that is a large focus in the film Keepers of the Game. Students will then organize their research findings into an infographic to share with their peers. The goal of this work is for students to better develop their research and presentation skills. This work is designed to be completed in groups, but it can be done independently.*

*Common Core English Language Arts (CC-ELA) Literacy Standards:* RI.6.1-2,4,10; RI.7.1-2,4,10; RI.8.1-2,4,10; L.6.1-4,6; L.7.1-4,6; L.8.1-4,6; W.6.2,4-10; W.7.2,4-10; W.8.2,4-10; SL.6.1,2,4-5,6; SL.7.1-2,4,5-6; SL.8.1-2,4-6

**Myth Storyboard** (2 Parts; Before Film Screening; 2 class periods)

*Students will read a native myth about the story of lacrosse. They will then develop an online storyboard summarizing the story. The goal of this work is for students to improve their reading and summarizing skills with a piece of literature. This work is designed to be completed in whole-small-whole format.*

*Common Core English Language Arts (CC-ELA) Literacy Standards:* RL.6.1-4,10; RL.7.1-4,10; RL.8.1-4,10; L.6.1-6; L.7.1-6; L.8.1-6; SL.6.1,4-6; SL.7.1,4-6; SL.8.1,4-6

**S.O.S. A.C.T.** (2 Parts; Before Film Screening; 1 class period)

*Students will be exposed to the Signs of Suicide (S.O.S.) Act, Care, Tell (A.C.T.) strategy. Students will learn about A.C.T., view a number of scenarios, and discuss the nature of the problem and how A.C.T. was used to help the person. Students will also be presented with a number of scenarios and discuss how they could apply A.C.T. to the situation. The goal of this work is to introduce the topic of suicide to students considering a character in the film Keepers of the Game has struggled with depression and has attempted suicide. This work is designed to be discussed and completed as a class.*

*Common Core English Language Arts (CC-ELA) Literacy Standards:* RI.6.1; RI.7.1; RI.8.1; RL.6.1,3,10; RL.7.1,3,10; RL.8.1,3,10; L.6.1,2,6; L.7.1,2,6; L.8.1,2,6; SL.6.1,4,6; SL.7.1,4,6; SL.8.1,4,6;

**Quote Analysis** (2 Parts; Part 1 Before Screening; Part 2 After Screening; 2 class periods)

*Students will be presented with a series of quotes both before and after the film viewing. Before viewing the film, students are asked to analyze the meaning of the quote, and after viewing are asked to connect the quote to the content of the film. The goal of this work is to improve students' synthesis and analysis capabilities. This work is designed to be completed independently, but it could be completed in whole-small-whole format.*

*Common Core English Language Arts (CC-ELA) Literacy Standards:* RI.6.1,2,4-6,10; RI.7.1-2,4-5,6,10; RI.8.1-2,4-6,10; L.6.1-,3,5-6; L.7.1-3,5-6; L.8.1-2,3,5-6; W.6.2,4,7-10; W.7.2,4,7-10; W.8.2,4,7-10; SL.6.1-4,6; SL.7.1-4,6; SL.8.1-4,6



**Writing a Movie Review** (2 Parts; After Film Screening; 1 class period)

*Students will read a number of film reviews, discuss the common content in a film review, and compose their own film review for Keepers of the Game. The goal of this work is to continue to improve students' summarizing and analysis skills. The work is designed to be completed independently, but it could be done in small groups.*

*Common Core English Language Arts (CC-ELA) Literacy Standards: RI.6.1-6,8,10; RI.7.1-6,8,10; RI.8.1-6,8,10; L.6.1-6; L.7.1-6; L.8.1-6; W.6.1-10; W.7.1-10; W.8.1-10; SL.6.1,3-4,6; SL.7.1,3-4,6; SL.8.1,3-4,6*

**Documentary Analysis/Making your own Documentary** (2 Parts; Part One: After Film Screening; Part Two: Before or After Film Screening; 2-3 class periods)

*Students will analyze the content and organization of the film Keepers of the Game to further hone their film analysis skills. Students are also asked to develop a brief summary of a documentary film they would create. The goal of this activity is for students to demonstrate their capacity to both comprehend and extend their understanding of documentary film. This work is designed to be completed independently, but it can be completed by small groups of students.*

*Common Core English Language Arts (CC-ELA) Literacy Standards: RI.6.1-8,10; RI.7.1-8,10; RI.8.1-6,8,10; L.6.1-4,6; L.7.1-4,6; L.8.1-4,6; W.6.2,4-5,7-10; W.7.2,4-5,7-10; W.8.2,4-5,7-10; SL.6.1-2,4,6; SL.7.1-2,4,6; SL.8.1-2,4,6;*

**Essay Contest**

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



## Teacher Background for What is a Documentary?

For this lesson students will be interrogating what makes a film a documentary film. These activities are designed to be completed before the festival screening, and first in the sequence, so as to expose students to conventions in documentary film. These activities are also designed to reinforce the Making Your Own Documentary activity that is included last in this packet.

This activity should take approximately two class periods to complete. Part One involves analyzing a short documentary and viewing a filmmaker interview about their work. The goal of this portion of the activity is for students to create a working definition of what a documentary is.

There are two (2) options for teachers to select for Part One of this activity. The documentary *34x25x36* involves the mannequin industry and how mannequin makers are improving upon the real body. Because this documentary does show naked mannequins, it may not be appropriate for younger or immature audiences. The content of the documentary would be of particular interest to adolescent audiences because of the discussion about body perfection in our society. The seven minute film can be found at: <http://www.pbs.org/pov/34x25x36/video/34x25x36/>. The four minute director interview can be found at: <http://www.pbs.org/pov/34x25x36/video/jesse-epstein/>.

The documentary *Nutkin's Last Stand* is about the efforts in England to preserve the red squirrel population, which also involves eradicating the grey squirrel population. The filmmaker piece is particularly interesting because of the parallels drawn between the timid English red squirrel and the fat, aggressive American grey squirrel. Students may also be familiar with the Beatrix Potter work "The Tale of Squirrel Nutkin". The 18 minute film can be found at: <http://www.pbs.org/pov/nutkinslaststand/video/nutkins-last-stand/>. The five minute filmmaker interview can be found at: <http://www.pbs.org/pov/nutkinslaststand/video/nicholas-berger/>.

For Part Two of this activity, students will be viewing a film trailer, analyzing documentary clips and reporting on their clip to the class, and viewing a filmmaker interview. This part of the lesson is designed to get the students thinking about what they would focus on if they were to make their own documentary film.

⇒ **TEACHERS!** The full documentary *My Way to Olympia* may be available to stream on the PBS POV website, but was not available at the time these activities were developed due to upcoming televised broadcasts of the film.



The trailer, six film clips, and filmmaker interview can be found at:

- <http://www.pbs.org/pov/olympia/> Trailer (1:38)
- <http://www.pbs.org/pov/olympia/video/the-athlete-aida-husic-dahlen/> “The Athlete: Aida Husic Dahlen” (0:55)
- <http://www.pbs.org/pov/olympia/video/hitting-the-target-matt-stutzman/> “Hitting the Target: Matt Stutzman” (1:31)
- <http://www.pbs.org/pov/olympia/video/the-ball-of-boccia-greg-polychronidis/> “The Ball of Boccia: Greg Polychronidis” (2:39)
- <http://www.pbs.org/pov/olympia/video/hanging-tough-rwandan-volleyball-team/> “Hanging Tough: Rwandan Volleyball Team” (0:57)
- <http://www.pbs.org/pov/olympia/video/validating-the-paralympics-greg-polychronidis/> “Validating the Paralympics: Greg Polychronidis” (1:04)
- <http://www.pbs.org/pov/olympia/video/and-i-achieved-it-greg-polychronidis/> “And I Achieved It: Greg Polychronidis” (1:02)
- <http://www.pbs.org/pov/olympia/video/niko-von-glasow/> Director Interview (9:43)



## Let's Go To The Movies!: Preview *Keepers of the Game*

English Language Arts Activity

### Teacher Resources:

- Film Poster: <http://goo.gl/TMBZaD>
- Film Trailer: <https://www.youtube.com/watch?v=U8D8F5eHuiI>

⇒ **TEACHERS!** The following activities are intended for use before your class visits the 2016 Milwaukee Film Festival Education Screening of *Keepers of the Game*. 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 film 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 2016 Milwaukee Film Festival. They will be viewing a documentary film entitled *Keepers of the Game* that follows the story of the Salmon River High girls' lacrosse team as they strive to become the first Native women's team to bring home a Section championship.
2. Share the film's promotional poster (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 do you think the overall theme is of this story (is it a story of triumph, failure, individuality, teamwork, etc.)?
  - 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.



6. Share that *Keepers of the Game* is a story about a Native American tribe. What do you already know about Native American culture? What questions do you have about Native American culture?
7. Watch the film trailer (use link provided above) and discuss. Does the documentary style remind you of any other films or shows you've seen? What do you notice about this movie that is different from other movies you've seen? Are you able to answer any questions you had after studying the poster?
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...)





## What is a Documentary?

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

*Part One: The activity is broken into multiple sections. You will be watching a short documentary and filmmaker interview. Be sure to complete the appropriate task before, during, and after the viewings as indicated. Be prepared to discuss your analysis with your classmates. Write answers on a separate sheet of paper if necessary.*

### Before viewing:

What do you already know about documentary films?

### During film viewing:

Take notes on the documentary.

### After film viewing:

1. What is/are the central message(s) of this documentary? Be specific. Use examples from the documentary to support your choice.
2. Discuss the bias in the documentary (point of view of the filmmakers).
3. Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?
4. How do you think the filmmakers wanted the audience to respond? What evidence is there that the filmmaker was looking for this response?



5. Were there any attempts to persuade the audience? Explain
6. Does this film appeal to the viewer's reason or emotion? Explain the role of each in this documentary.
7. How does it make you feel?
8. Were any factual claims made in the documentary? Explain.
9. Write a question to the filmmaker that is left unanswered by his/her documentary. Do you believe the question was left unanswered purposefully? Why or why not?
10. What is the most interesting aspect of this documentary?

During film viewing:

Take notes on the filmmaker interview.

After director interview viewing:

1. What things are important to the filmmaker?
2. Listening to the filmmaker, what did you learn about what a documentary is?
3. Develop a working definition of what a documentary is considering your viewings and discussion.



## What is a Documentary?, continued

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

*Part Two: After being assigned to a group and a clip, analyze the documentary portion. The activity is broken into multiple sections. You will be watching a film trailer as a class, a documentary clip with your group, and a filmmaker interview as a class. Be sure to complete the appropriate task during and after the viewings as indicated. Be prepared to discuss your analysis with your classmates. Use a separate sheet of paper if necessary.*

### During film trailer viewing:

What do you think the film is about based on the trailer?

### During film clip viewing:

Take notes on the documentary clip. Be prepared to share a summary with the class.

### After film clip viewing (respond to as many questions as you can):

1. What do you think is/are the central message(s) of this documentary based on the clip? Be specific. Use examples from the documentary to support your choice.
2. Consider the effectiveness of the clip in communicating its message. As a tool of communication, what are its strengths and weaknesses?
3. How do you think the filmmakers wanted the audience to respond? What evidence is there that the filmmaker was looking for this response?
4. Were there any attempts to persuade the audience? Explain.
5. Does this film clip appeal to the viewer's reason or emotion? Explain the role of each in this documentary.
6. How does the documentary clip make you feel?



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7. Write a question to the filmmaker that is left unanswered by his/her documentary from the clip you have viewed.
8. What is the most interesting aspect of this documentary clip?

During filmmaker interview viewing:

1. Why did the filmmaker make the film?
2. What is the documentary *My Way to Olympia* about?
3. What did the filmmaker think about the Paralympics before he made the film?
4. How does the filmmaker wish people were exposed to disabled people?
5. What does the filmmaker explain about the façade “perfect” people have to have?

After filmmaker interview viewing:

1. What things are important to the filmmaker?
2. Listening to the filmmaker, what did you learn about what a documentary is?
3. If you were to make your own documentary, what would you want it to be about?
4. What about your documentary topic would you want to highlight specifically?



## Teacher Background for Lacrosse Basics

This activity introduces students to the basics of the game of lacrosse because the film, *Keepers of the Game*, centers around a girl's lacrosse team. This activity is to be completed before the film viewing.

Part One of this activity is designed to be completed by pairs or small groups of students. The reading is designed to be jigsawed where pairs or groups will be responsible for reading and reporting on their assigned portion to their classmates. For Part Two of this activity, students will view a video tutorial on the game of lacrosse and they will be asked to discuss how lacrosse is both like and unlike other sports they are familiar with.

For Part One, direct students to the "Basic Lacrosse Skills" reading found at <http://www.livestrong.com/article/93511-basic-lacrosse-skills/>. Read the "overview" segment as a class. Then direct students to the reading "Rules and Facts for Lacrosse" found at <http://www.livestrong.com/article/427124-rules-facts-for-lacrosse/> and read the introductory portion as a class. After reading the overview and introductory portions, assign pairs of students to read the remaining seven (7) segments of "Basic Lacrosse Skills" and the remaining four (4) segments of "Rules and Facts for Lacrosse" and record their findings in the space provided on the chart. When pairs are done summarizing their assigned information, students are to share their findings with their peers so students can complete the entire chart.

For Part Two, go to [https://www.youtube.com/watch?v=W03VtWxOM\\_M](https://www.youtube.com/watch?v=W03VtWxOM_M) to view a four minute video on the rules of field lacrosse. After viewing, students should complete the remaining portion of the worksheet where they will discuss and record how lacrosse is similar to sports they are familiar with and how lacrosse is unlike sports they are familiar with.

## Lacrosse Basics

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

*Part One: Read and report on the assigned information on "Basic Lacrosse Skills" and "Rules and Facts for Lacrosse". Be prepared to share your information with the class. Use a separate sheet of paper if necessary.*

Basic Lacrosse Skills	
Scooping	
Passing	
Catching	
Cradling	
Shooting	
Checking	
Dodging	
Rules and Facts for Lacrosse	
Origins	
Types	
Rules	
Equipment	

*Part Two: View the video on the rules of field lacrosse. List how lacrosse is like other sports you are familiar with and unlike other sports you are familiar with.*

Ways lacrosse is like other sports	Ways lacrosse is unlike other sports

## Teacher Background for Mohawk Tribe Research

This is a three-part activity. All parts can be completed either before or after the film viewing, but students will likely have a greater appreciation of the film if they complete the research before the film viewing. Because the film, *Keepers of the Game*, centers around a lacrosse team where most of the team is a part of the Mohawk Nation, it is helpful for students to have some background information on the Mohawk Tribe.

Though this activity can be completed by students independently, the activity is best suited for students to work with partners or in small groups.

In Part One, which *can be done either before or after the film viewing*, students are asked to locate general information about the Mohawk tribe. Specific, well organized, information about the tribe can be difficult to find through a basic internet search, but the site “Mohawk Tribe” found at <http://www.warpaths2peacepipes.com/indian-tribes/mohawk-tribe.htm> will answer all the questions on the chart provided. This activity can be done individually, with a partner, or in small groups.

In Part Two, which *can be done either before or after the film viewing*, students are asked to condense their research findings into a few facts they feel their peers and teacher should know. Students could choose to show general information about the Mohawk Tribe or they may choose to focus on a specific feature of the tribe. It is their task to condense the information to highlight something specific. This activity can be done individually, with a partner, or in small groups.

In Part Three, which *can be done either before or after the film viewing*, students are to develop their selected information into a visual display. This activity requires that students integrate the information they generated from Part One and Part Two, and determine the best way to convey this information to an audience. It is recommended that the students visit <http://www.easel.ly/> to develop an infographic. A video about infographics can be found at <https://youtu.be/ZEy5IDKgdFY> and it is recommended that the video be viewed and discussed as a class. The infographic activity can be done individually, with a partner, or in small groups.

Teachers should determine how students should present their findings. Students can simply submit their infographic, display it in the room for classmates to review, or orally present their work.

## Mohawk Tribe Research

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

*Part One: Conduct research on the following questions/topics and record your findings in the space provided, or use a separate piece of paper if necessary.*

Question	Response
What is the lifestyle and culture of the Mohawk Tribe?	
What language does the Mohawk Tribe speak?	
How is the Mohawk Tribe connected to the Iroquois confederacy?	
Where does the Mohawk Tribe live?	
What does the Mohawk Tribe live in?	
What type of transportation did/does the Mohawk Tribe use?	
What clothes did/do the Tribe wear?	
What food did/does the Mohawk Tribe eat?	
What weapons did/does the Mohawk Tribe use?	
Provide an additional fact someone should know about this topic.	
Provide an additional fact someone should know about this topic.	





**Mohawk Tribe Research (continued)**

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

*Part Two: Select a few aspects of your research you feel your teacher and peers should know about the information you collected. Use a separate piece of paper if necessary.*

Use the space provided to identify at least three facts or ideas you want to focus on AND respond to the questions that follow:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

What do you want your reader to understand about the Mohawk Tribe after they have reviewed your display?

Why is it important that they know that information?

*Part Three: Develop the information you selected into a visual display.*

It is recommended that you create an infographic to deliver your information. An infographic is a way of representing information with visual as well as textual cues. Visit <http://www.easel.ly/> and create an account (so you can save and resume your work).

An informational video on creating infographics on Easel.ly can be found at <https://youtu.be/ZEy5IDKgdFY> to assist you in developing your work.

When making an infographic to illustrate your research, consider what format and design will best articulate your information to your reader. Be sure to select information that paints a distinct picture of the research you choose to focus on; you don't want to display everything you did research on. Be prepared to present your information to the class.



## Teacher Background for Myth Storyboard

This activity involves exposure to a Native American myth and the development of an online storyboard asking students to create a visual representation of the Native American myth about the game of lacrosse. This activity is designed to be completed before the film viewing so as to expose the students to Native American storytelling and the importance of animals in the culture.

Part One of this activity is designed to be completed by students as a whole class group or in small groups. Part Two of the activity is designed to be completed independently in the classroom or at home, but it can easily be adapted so students complete the work as a small group. Teachers can elect to have students present their work in a number of ways like a class gallery, student presentation, or simply submitting their product.

For this activity students will first read "The Story of Lacrosse" which can be found at <http://iroquoisnationals.org/the-iroquois/the-story-of-lacrosse/> for Part One and develop a brief summary of the reading.

For Part Two, students will go to <https://www.youtube.com/watch?v=zsDryTkqdrY> to review a short video (3:42) about how to develop a storyboard using <https://www.storyboardthat.com>. Students should create an account so they are able to save their work. The free account will allow users to develop two (2) storyboards a week.

⇒ **TEACHERS!** This activity can be completed more traditionally where students bring in physical images and develop a "cut and paste" style storyboard.



## Myth Storyboard

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

*Part One: Read "The Story of Lacrosse" that can be found at <http://iroquoisnationals.org/the-iroquois/the-story-of-lacrosse/>. When you have completed the reading, complete the following information.*

Origin stories are designed to explain how something came into being. What origin is explained in this story?

The theme of a story is the message about life that the author is trying to convey to the audience. What is the theme of the story?

Develop a summary of the major points in the story, making sure to incorporate both the origin components and the theme of the story in your response.

*Part Two: Go to <https://www.storyboardthat.com> to develop a storyboard to represent your summary of "The Story of Lacrosse". You will want to create an account so you can save your work. Be prepared to share your work with the class.*



### Teacher Background for S.O.S. A.C.T.

This activity addresses the topic of suicide because one of the high school girls that is profiled in the documentary *Keepers of the Game* discusses her own suicide attempts. This activity utilizes two (2) lessons adapted from the Suicide Prevention Curriculum provided by The Wisconsin Department of Public Instruction.

This activity will expose students to the A.C.T. model which stands for Acknowledge, Care, Tell, and present students with a number of S.O.S. (Signs of Suicide) scenarios to apply the A.C.T. technique.

This activity is designed to be completed by students independently in the classroom, but it can be completed orally as a whole class group. The activities will be the most beneficial if there is significant student interaction.

In Part One of the activity, students will first learn about the A.C.T. technique by watching a brief video that can be found at <https://www.youtube.com/watch?v=VIA4UJDzqtQ>. Approximate running time is 18 minutes. Students will be exposed to A.C.T. and see three (3) scenarios where they will see both correct and incorrect ways of addressing someone showing signs of suicide. While viewing, students will react to the scenarios and elaborate on how the student players used A.C.T. to address S.O.S.

In Part Two of this activity students will review different “Self Injury Stories” and explain how they would use A.C.T. to address the issue. It is recommended that Part Two be jigsawed and groups of students discuss how they would react to the scenario before sharing their use of the technique with the class.

⇒ **TEACHERS!** The full curriculum is available at:  
<http://dpi.wi.gov/sites/default/files/imce/sspw/pdf/spcurriculum6-8.pdf>



**S.O.S. A.C.T.**

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

*Part One: Watch the S.O.S video(<https://www.youtube.com/watch?v=VIA4UJDzqtQ>) and after watching each scenario, complete the questions that follow.*

What does A.C.T. Stand for?

- A:
- C:
- T:

**Scenario 1: Sisters discussing being rejected by a friend**

1. What are the signs that the younger sister is depressed and/or suicidal?
  
2. How does her sister use the A.C.T. process?

**Scenario 2: Angry Boy**

1. What are the signs that this student is depressed and/or suicidal?
  
2. How does his friend use the A.C.T. process?

**Scenario 3: Boy who is being bullied by girls at school and online**

1. What are the signs that this student is depressed and/or at risk to do harm based on being bullied online?
  
2. How does his friend use the A.C.T. process?

## S.O.S. A.C.T., Continued

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

*Part Two: Review your assigned scenario as a group and indicate how you could use A.C.T. to address the issue using the space provided at the bottom of the page. When you are done, respond to the scenario that will appear in the film festival documentary, Keepers of the Game. Be prepared to share your ideas with the class.*

Scenario 1: Sonja comes over to your house and you notice that she has bandages wrapped around her wrists. How would you use A.C.T. to find out what happened to Sonja and get her to professional help?

Scenario 2: Bill has been bragging to you about the burn marks he has made on his arms and legs saying that proves that he can handle a lot of pain. You do not believe his story. How would you use A.C.T. to get Bill to medical care for his burns and professional help for this action?

Scenario 3: Brad wants you to join a club that is on the internet called Cutters Club International. To be a part of this group you have to perform a significant injury to oneself (cutting, burning, puncturing) and send a picture to the central email address to get an official membership card. You think this is unbelievable that Brad wants to do this. How do you convince Brad to get help?

Scenario 4: Lucy has had many fights with her mother. Every time she has a fight she scratches a line on her arms or legs. You are really worried that she will do something that will severely hurt herself. How would you use A.C.T. to help her stop this behavior?

Scenario 5: Tom and Salima always tell others that they are blood friends. You notice numerous cuts with swelling on each of their arms. It looks like they are cutting and sharing blood. How can you use A.C.T. to get both of them help?

Scenario # \_\_\_\_\_: How would you use A.C.T. to address the situation posed in your scenario?

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Keepers of the Game Scenario: Tsieboo is having trouble transitioning to high school because she did not learn to read until she was in the 3<sup>rd</sup> grade and is feeling overwhelmed. She doesn't feel like she's fitting in and is having trouble making friends. You are aware that she has attempted to hang herself and drink bleach to end her life. You are worried she will try to harm herself again. How can you use A.C.T. to get Tsieboo seek get help?



## Teacher Background for Quote Analysis

This is a two-part activity. Part One is to be completed before the film viewing; Part Two can only be completed after the film viewing.

These questions are designed to get students thinking and talking about the content of the film, and talking about some of the direct quotes from the film. Students should be encouraged to discuss these ideas both before and after viewing the film.

Though this activity can be completed by students independently, the activity is best suited for whole-small-whole instruction, small groups, or partners. The activity could be broken up so students are not responsible for responding to all the questions, just ones they select or are assigned, or this activity can also be completed through general oral discussion alone as opposed to having students record their responses.

In Part One, which *is to be done before the film viewing*, students are asked to analyze quotes that are stated by characters in the film. Students are asked to both provide an objective summary of the quote and connect the content to their own lives. You may elect to come up with the meaning for the quotes as a class and have the students complete the personal questions based on their own life experiences.

In Part Two, which *can only be done after the film viewing*, students are asked to review the quotes and indicate how the quotes relate to the film. Students may discuss who said the quote or discuss the importance of the quote in the context of the film. Students are also asked to determine if the quote represents something that characters in the film either proved to be right or wrong.

## Quote Analysis

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

*Part One: Before viewing the film, read the following quotes and provide an explanation, your opinion, and a connection to your own life.*

<p><b>“You have no appreciation for success unless you fail.”</b></p>	<p><b>“People don’t grow when things are going right; people grow when they are going wrong.”</b></p>
<p>What does the quote mean in your own words?</p>     <p>What is your opinion of the quote?</p>     <p>How can you relate this quote to your own life?</p>	<p>What does the quote mean in your own words?</p>     <p>What is your opinion of the quote?</p>     <p>How can you relate this quote to your own life?</p>
<p><b>“Without struggle there is no strength.”</b></p>	<p><b>“You have to finish what you start.”</b></p>
<p>What does the quote mean in your own words?</p>     <p>What is your opinion of the quote?</p>     <p>How can you relate this quote to your own life?</p>	<p>What does the quote mean in your own words?</p>     <p>What is your opinion of the quote?</p>     <p>How can you relate this quote to your own life?</p>



## Quote Analysis

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

*Part Two: After viewing the film, re-read the following quotes and indicate both how the quote relates to the film and explain whether or not the characters proved the quote to be right or wrong.*

<p><b>“You have no appreciation for success unless you fail.”</b></p>	<p><b>“People don’t grow when things are going right; people grow when they are going wrong.”</b></p>
<p>How does this quote relate to the film?</p> <p>Did the members of the Salmon River lacrosse team prove this statement to be correct or incorrect? Explain.</p>	<p>How does this quote relate to the film?</p> <p>Did the members of the Salmon River lacrosse team prove this statement to be correct or incorrect? Explain.</p>
<p><b>“Without struggle there is no strength.”</b></p>	<p><b>“You have to finish what you start.”</b></p>
<p>How does this quote relate to the film?</p> <p>Did the members of the Salmon River lacrosse team prove this statement to be correct or incorrect? Explain.</p>	<p>How does this quote relate to the film?</p> <p>Did the members of the Salmon River lacrosse team prove this statement to be correct or incorrect? Explain.</p>

## Teacher Background for Writing a Movie Review



This activity involves composition of a movie review for *Keepers of the Game*. This activity is designed to be completed after the film viewing so students are provided with the platform to discuss their opinions and analysis of the film. Part One could be completed either before or after the film viewing; Parts Two and Three can only be completed after the film viewing.

Part One of this activity is designed to be completed by students as a whole class group or in small groups. Parts Two and Three of the activity are designed to be completed independently in the classroom or at home, but can easily be adapted so students complete the work as a small group. Teachers can elect to have students present their work in a student presentation or by simply submitting their product.

For Part One of this activity, *which can be completed both before or after the film*, students will first articulate their own familiarity with movie reviews orally and in writing. Students will then read a few movie reviews that can be found at <http://www.scholastic.com/teachers/lesson-plan/collateral-resources/pdf/r/review-writing/movies/sample-movie-reviews.pdf> and provide their analysis of how the reviews are organized and what components are present in the review. The reviews could be broken up so not all students are responsible for reading all three reviews. Students could also go to <https://www.rottentomatoes.com> and locate their own reviews to analyze. Students should notice that the reviews provide the setting of the film, the characters and how they develop in the film, the plot of the film, and the reviewer's opinion of the film.

For Part Two, *which can only be completed after the film viewing*, students will record information from *Keepers of the Game* by answering the questions provided to begin development of their own movie review.

For Part Three, students will develop their own movie review. A simple organizational structure for the student film reviews would be a brief summary of the film, an analysis of a specific moment or character in the film, and their opinion of the film.

⇒ **TEACHERS!** This activity is adapted from a lesson plan developed by Scholastic. The full lesson plan can be found at: <http://www.scholastic.com/teachers/lesson-plan/writing-movie-reviews-lights-camera-publish>



**Movie Review**

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

*Part One: Review the sample movie reviews and record your observations about the reviews in the space provided, or use a separate piece of paper.*

What is your own familiarity with movie reviews?

What do you notice about the type of information included in the movie review?

What do you notice about how the movie reviews are organized?

What do you notice about the personal opinions provided by the reviewer?

What do you think is the most important thing in a movie review? Why?

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

What is the setting of the film?

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

What is the plot of the film?

Provide a brief summary of the film?

What is your opinion of the film?

Who would you recommend this film to? Why?



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*Part Three: Organize your responses from Part Two into a movie review of Keepers of the Game. A simple organizational structure would be a one-paragraph summary of the film including the setting, the characters, and the basic plot, a one-paragraph analysis of a specific aspect of the film like the plot or a character, and a one-paragraph opinion of the film and who you would recommend see the film.*



### **Teacher Background for Documentary Analysis/Making your own Documentary**

This is a two-part activity. Both parts are designed to be done after the film viewing, but Part One could be done before viewing the film.

The questions provided are designed to get students thinking and talking about the content of the film and what they could include in their own documentary if they were a filmmaker.

Both parts of this activity can be completed by students independently, but students could also work with a partner or in a small group. Part One could also be done as a whole class by jig-sawing the work so students are not responsible for responding to all the questions, just ones they select or are assigned, or this Part One can also be completed through general oral discussion alone as opposed to having students record their responses.

In Part One, students are asked to respond to a series of questions about the documentary to interrogate the choices the filmmaker made when selecting the subject material and crafting the mood of the film.

In Part Two, students are asked to develop their ideas for their own documentary.

**EXTENSION ACTIVITY:** Develop your treatment into an actual film and submit it to the Milwaukee Film Festival this spring for next year's festival. More information can be found at: [mkefilm.org](http://mkefilm.org)

## Keepers of the Game Documentary Analysis

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

*Part One: The story of the Salmon River lacrosse team was planned and organized by the filmmaker just as any other film is. After viewing the film, analyze the choices the filmmaker made to tell the story and convey their message.*

What's the Story?	
What did the filmmaker want the audience to see and understand about the Salmon River lacrosse team and the team member's individual experiences?	
What is interesting about the Salmon River lacrosse team members and their individual experiences?	
What events did the filmmaker choose to show/focus on?	
What past events from select player's lives did the filmmaker choose to include?	
Who are the Characters?	
Aside from members of the lacrosse team, what other characters were important to tell this story?	
What role did these other characters have in the film? Comic relief? Testimony?	
What are B-roll Images/Stock Footage?	
B-roll footage are things like objects, cityscapes, etc. that help create the atmosphere for a documentary. What sorts of objects or places were utilized to give the viewer a sense of environment?	
What mood did the B-roll footage evoke?	
Archival footage or stock footage are things like news reports or other video footage that filmmakers use to help tell their story. What sorts of archival footage or stock footage did the filmmaker utilize in <i>Keepers of the Game</i> ?	
What mood did the archival/stock footage evoke?	

## Making your own Documentary

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

*Part Two: Imagine you are creating a documentary about a topic or an individual you know very well. Create a treatment for your envisioned film. A treatment is a short explanation of your film's story, characters, and major events.*

What is my Documentary's Narrative?	
What do you want your audience to see/understand about the person or topic your documentary focuses on?	
What is interesting about the person's life or the topic?	
What events do you want to show?	
What past events do you want this person to discuss or what history do you want to provide?	
Who are the Characters in my Documentary?	
Aside from your main subject, what other characters are important to tell this story?	
What role will these other characters have in the film? Comic relief? Testimony?	
What are the B-roll Images/Stock Footage for my Documentary?	
B-roll footage are things like objects, cityscapes, etc. that help create the atmosphere for a documentary. What sorts of objects or places will you utilize to give your viewer a sense of environment?	
What mood do you want your B-roll footage to evoke?	
Archival footage or stock footage are things like news reports or other video footage of your subject that filmmakers use to help tell their story. What sorts of archival footage or stock footage could you use in your documentary film?	
What mood do you want your archival/stock footage to evoke?	