



# PELÍCULA BILINGÜE EDUCATIVA

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## ***Landfill Harmonic Bilingual Education Screening***

Dear Teachers,

Welcome to the first cycle of Year-Round Milwaukee Film Education Screenings AND our very first bilingual screening *ever!* 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 *Landfill Harmonic*. 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. Feel free to adapt and modify the activities for your own classroom. Students could also simply journal, blog, or write about their experience. **While the teacher introduction for each activity in this packet is provided in English, the activities are in Spanish.** (We're happy to send you an English language packet as well, if you'd like both. Just email our School Programs Coordinator at [education@mkefilm.org](mailto:education@mkefilm.org)!)

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 July 1, 2019.** (So, before you head into a small bit of summer restorative time, please think of your favorite nonprofit film organization and shoot these over to us!) 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) during the summer (if you would prefer we not share your students' work publicly, please let us know).

Send student work or evidence via email to [marielle@mkefilm.org](mailto:marielle@mkefilm.org) or by mail to:

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

All screenings of *Landfill Harmonic* 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 school year (in fall or spring or perhaps *both!*)

Cara Ogburn  
Education Director, Milwaukee Film



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## ***Landfill Harmonic Curriculum Packet Contents***

*Landfill Harmonic* provides teachers and students an opportunity to explore a variety of issues surrounding waste management, poverty, access to cultural opportunities, and perseverance. The following activities are designed to connect students' experiences viewing *Landfill Harmonic* to other relevant events, texts, and themes while employing research skills and higher-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.

### ***Landfill Harmonic Contenidos del Currículo***

*Landfill Harmonic* proporciona a maestros y alumnos la oportunidad de explorar una variedad de temas con respecto al manejo de residuos, pobreza, acceso a oportunidades culturales y perseverancia. Las siguientes actividades están diseñadas para conectar las experiencias de los estudiantes mientras observan la película *Landfill Harmonic* con algún otro evento relevante, lecturas y temas que emplearan habilidades investigativas y procesos complejos de pensamiento. La mayoría de las actividades pueden ser terminadas previas a la película para que los estudiantes comiencen a pensar en los temas que presenta la película.

**Discussion Questions** (2 Parts; [Part One](#): before viewing; [Part Two](#): after viewing)

*Common Core-English Language Arts (CC-ELA) Literacy Standards:* RI.6.1-3, RI.6.6-7, RI.6.10, RI.7.1-3, RI.7.6-7, RI.7.10, RI.8.1-3, RI.8.6-7, RI.8.10, SL.6.1, SL.6.4-6, SL.7.1, SL.7.4-6, SL.8.1, SL.8.4-6, L.6.1-3, L.6.6, L.7.1-3, L.7.6, L.8.1-3, L.8.6

**Quote Analysis** (2 Parts; [Part One](#): before viewing; [Part Two](#): after viewing)

*CC-ELA Literacy Standards:* RI.6.1-3, RI.6.10, RI.7.1-3, RI.7.10, RI.8.1-3, RI.8.10, W.6.4, W.6.9-10, W.7.4, W.7.9-10, W.8.4, W.8.9-10, SL.6.1, SL.6.4, SL.6.6, SL.7.1, SL.7.4, SL.7.6, SL.8.1, SL.8.4, SL.8.6, L.6.1-3, L.6.6, L.7.1-3, L.7.6, L.8.1-3, L.8.6

**3 R's Research** (2 Parts; all parts: before or after viewing)

*CC-ELA Literacy Standards:* RI.6.1-3, RI.6.6-7, RI.6.10, RI.7.1-3, RI.7.6-7, RI.7.10, RI.8.1-3, RI.8.6-7, RI.8.10, W.6.4, W.6.6-10, W.7.4, W.7.6-10, W.8.4, W.8.6-10, SL.6.1, SL.6.4-6, SL.7.1, SL.7.4-6, SL.8.1, SL.8.4-6, L.6.1-3, L.6.6, L.7.1-3, L.7.6, L.8.1-3, L.8.6

**Country vs. Country Comparative Analysis** (2 Parts; all parts: before or after viewing)

*CC-ELA Literacy Standards:* RI.6.1-3, RI.6.6-7, RI.6.10, RI.7.1-3, RI.7.6-7, RI.7.10, RI.8.1-3, RI.8.6-7, RI.8.10, W.6.4, W.6.6-10, W.7.4, W.7.6-10, W.8.4, W.8.6-10, SL.6.1, SL.6.4-6, SL.7.1, SL.7.4-6, SL.8.1, SL.8.4-6, L.6.1-3, L.6.6, L.7.1-3, L.7.6, L.8.1-3, L.8.6

**Video Field Trip - Landfill** (1 Part: before or after viewing)

*CC-ELA Literacy Standards:* RI.6.1-3, RI.6.6-7, RI.6.10, RI.7.1-3, RI.7.6-7, RI.7.10, RI.8.1-3, RI.8.6-7, RI.8.10, W.6.4, W.6.6-10, W.7.4, W.7.6-10, W.8.4, W.8.6-10, SL.6.1, SL.6.4-6, SL.7.1, SL.7.4-6, SL.8.1, SL.8.4-6, L.6.1-3, L.6.6, L.7.1-3, L.7.6, L.8.1-3, L.8.6

**Paraguay vs. Paraguay** (1 Part: after viewing)

*CC-ELA Literacy Standards:* RI.6.1-3, RI.6.6-7, RI.6.10, RI.7.1-3, RI.7.6-7, RI.7.10, RI.8.1-3, RI.8.6-7, RI.8.10, W.6.4, W.6.6-10, W.7.4, W.7.6-10, W.8.4, W.8.6-10, SL.6.1, SL.6.4-6, SL.7.1, SL.7.4-6, SL.8.1, SL.8.4-6, L.6.1-3, L.6.6, L.7.1-3, L.7.6, L.8.1-3, L.8.6

**Documentary Analysis/Making your own Documentary** (2 Parts; [Part One](#): after viewing; [Part Two](#): before or after viewing)

*CC-ELA Literacy Standards:* RI.6.1-3, RI.6.6-7, RI.6.10, RI.7.1-3, RI.7.6-7, RI.7.10, RI.8.1-3, RI.8.6-7, RI.8.10, W.6.4, W.6.6-10, W.7.4, W.7.6-10, W.8.4, W.8.6-10, SL.6.1, SL.6.4-6, SL.7.1, SL.7.4-6, SL.8.1, SL.8.4-6, L.6.1-3, L.6.6, L.7.1-3, L.7.6, L.8.1-3, L.8.6

**Bringing it all Together** (1 Part: after viewing)

*CC-ELA Literacy Standards:* RI.6.1-3, RI.6.6-7, RI.6.10, RI.7.1-3, RI.7.6-7, RI.7.10, RI.8.1-3, RI.8.6-7, RI.8.10, W.6.4, W.6.6-10, W.7.4, W.7.6-10, W.8.4, W.8.6-10, SL.6.1, SL.6.4-6, SL.7.1, SL.7.4-6, SL.8.1, SL.8.4-6, L.6.1-3, L.6.6, L.7.1-3, L.7.6, L.8.1-3, L.8.6



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## Teacher Background for Discussion Questions

This is a two-part activity. Although Part One can be completed either before viewing the film or after, it is recommended for *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 both before the viewing and after the viewing.

Although this activity can be completed by students independently, the activity is best suited for whole-small-whole instruction or whole group discussion. 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 *can be done either before or after the film viewing*, students are asked to respond to a series of general questions that will get them talking about issues that appear in the film, and make connections to their own lives. This activity can be done individually or discussed as a whole group.

As further preparation for the trip to see the film, you might want to have students preview the film's trailer, possibly as a part of discussing or writing in response to some of the Part One questions. The film trailer can be found online here: <https://vimeo.com/122542602>

In [Part Two](#), which *can only be done after the film viewing*, students are asked to respond to a series of specific questions related to the film that will keep the students talking about issues that appear in the film, and make connections to their own lives. This activity can be done independently or discussed as a whole group.

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## Preguntas para Discutir: Primera Parte

NOMBRE: \_\_\_\_\_

*Responde a las siguientes preguntas y prepárate para compartir tus respuestas con la clase.*

1. ¿Qué es la basura? ¿Qué es lo que hace algo convertirse en basura? Explica.
2. ¿Qué le ocurre a la basura cuando la tiras? ¿A dónde es que va y que se significa eso?
3. ¿Qué es algo que hayas tirado hace poco que alguien más pueda usar o pueda haber usado? Explica.

*Puntos extras: ¿Qué significa reducir algo? ¿Cuál es la diferencia de rehusar y reciclar?*

4. ¿Qué significa rehusar algo? ¿Qué significa reciclar? ¿Qué tan similar es el rehusar y reciclar? ¿Y cómo son diferentes? Explica.
5. Además de comida, un lugar donde dormir y ropa, ¿que necesitas para sobrevivir? ¿Qué es algo con lo que no podrías vivir? Explica.



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## Preguntas para Discutir: Parte Dos

NOMBRE: \_\_\_\_\_

Responde a las siguientes preguntas **DESPUÉS** de ver la película y prepárate para compartir tus respuestas con la clase.

1. ¿Por qué piensas que las familias o los niños de Cateura nunca hablan de irse de Cateura?
2. La gente de Cateura ama sus casas aun con lo poco que tienen. ¿Por qué piensas que es así?
3. Tania, un miembro de la orquesta dice que “sin la música, mi vida no tendría sentido.” ¿Que es algo que le da sentido y propósito a tu vida? Explica.
4. El líder de la orquesta dijo que el que hayan tocado bien es menos importante a comparación de poder tocar en frente de una audiencia. ¿Tú estás de acuerdo con lo que dijo?
5. ¿Crees tú que la Orquesta de Reciclados de Cateura tendría la atención del mundo si tocaran instrumentos de verdad? ¿Porqué si o porque no?
6. ¿Cómo fue que los músicos cambiaron desde el principio de la película hasta el final?
7. La Orquesta Reciclada obtuvo la atención del mundo por un rato mientras viajaban por el mundo a muchos lugares diferentes pero al parecer la Orquesta ha sido olvidada desde entonces. ¿Crees que los medios que alguna vez les pusieron atención tienen la obligación de continuar apoyándolos? ¿Por qué si o porque no? Explica.



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## 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. Depending on the skill level of the students, some of the terminology or concepts may need to be explained to the students. 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.

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## Análisis de cita textual: Primera Parte

NOMBRE: \_\_\_\_\_

*Antes de ver la película, lee las siguientes citas textuales y provee una explicación, tu propia opinión y alguna conexión con tu propia vida.*

|  |  |
|--|--|
| <p>“Si naces en el lugar equivocado, no tienes derecho a soñar”</p>  | <p>“Si tienes talento y trabajas duro, puedes hacer tu sueños realidad”</p>  |
| <p>¿Qué significado tiene esta cita textual en tus propias palabras?</p> <p>¿Cuál es tu opinión de la cita textual?</p> <p>¿Cómo puedes relacionar esta cita textual a tu propia vida?</p> | <p>¿Qué significado tiene esta cita textual en tus propias palabras?</p> <p>¿Cuál es tu opinión de la cita textual?</p> <p>¿Cómo puedes relacionar esta cita textual a tu propia vida?</p> |
| <p>“La cultura es una necesidad humana básica”</p>   | <p>“El no tener nada no es excusa para no hacer nada”</p>  |
| <p>¿Qué significado tiene esta cita textual en tus propias palabras?</p> <p>¿Cuál es tu opinión de la cita textual?</p> <p>¿Cómo puedes relacionar esta cita textual a tu propia vida?</p> | <p>¿Qué significado tiene esta cita textual en tus propias palabras?</p> <p>¿Cuál es tu opinión de la cita textual?</p> <p>¿Cómo puedes relacionar esta cita textual a tu propia vida?</p> |



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## Análisis de cita textual: Parte Dos

NOMBRE: \_\_\_\_\_

*Después de ver la película vuelve a leer las siguientes citas textuales e indica como estas se relacionan a la película y explica si los personajes demostraron que las citas textuales son correctas o incorrectas.*

|   |   |
|---|---|
| <p>“Si naces en el lugar equivocado, no tienes derecho a soñar”</p>   | <p>“Si tienes talento y trabajas duro, puedes hacer tu sueños realidad”</p>   |
| <p>¿Cómo se relaciona esta cita textual a la película?</p><br><br><br><br><br><br><br><br><br><br><p>¿Los músicos de la orquesta comprobaron o desaprobaran esta afirmación? Explica.</p> | <p>¿Cómo se relaciona esta cita textual a la película?</p><br><br><br><br><br><br><br><br><br><br><p>¿Los músicos de la orquesta comprobaron o desaprobaran esta afirmación? Explica.</p> |
| <p>“La cultura es una necesidad humana básica”</p>  | <p>“El no tener nada no es excusa para no hacer nada”</p>   |
| <p>¿Cómo se relaciona esta cita textual a la película?</p><br><br><br><br><br><br><br><br><br><br><p>¿Los músicos de la orquesta comprobaron o desaprobaran esta afirmación? Explica.</p> | <p>¿Cómo se relaciona esta cita textual a la película?</p><br><br><br><br><br><br><br><br><br><br><p>¿Los músicos de la orquesta comprobaron o desaprobaran esta afirmación? Explica.</p> |





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## Teacher Background for Three Steps\* Research

This is a two-part activity. All parts can be completed either before or after the film viewing, but students will likely have a greater appreciation of the information after they view the film.

Because the film centers around musicians playing instruments made of recycled materials, it is helpful for students to have some background information on reducing, reusing, and recycling. This activity is designed to get students researching facts about recycling in order to better understand how they can have an impact on the waste they produce through reducing, reusing, and recycling.

Although 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 what it means to reduce, reuse, and recycle, as well as locate more specific information about recycling. Most websites found through a conventional internet search will provide information written at a level above many students' capabilities. By searching, "reducing, reusing, recycling for kids" more student friendly information will be yielded. Some additional websites students could consult are: [www.ecy.wa.gov/programs/swfa/kidspage/trivia.html](http://www.ecy.wa.gov/programs/swfa/kidspage/trivia.html), [www.timetorecycle.org](http://www.timetorecycle.org), and [www.everydayhealth.com](http://www.everydayhealth.com). 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 comparable/contrasting information about reducing/reusing/recycling, or they may choose to focus on a specific recyclable material or waste management concept. 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.

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.

⇒ **TEACHERS!** There are two opportunities in this packet for students to create visual displays of their research findings. It is recommended that the students develop either their Three Steps Research OR their Country vs. Country Research into an infographic.

\*Also known as "Three R's" in English, for reduce, reuse, recycle.

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## Los Tres Pasos Investigativos: Primera Parte

NOMBRE: \_\_\_\_\_

*Investiga las siguientes preguntas/temas y anota tus conclusiones y la fuente de la cual provienen.*

| Pregunta   | Respuesta | Fuente |
|--|-----------|--------|
| ¿Qué significa el reducir tus productos de desecho?                      |           |        |
| ¿Qué significa el rehusar tus productos de desecho?                      |           |        |
| ¿Qué significa el reciclar tus productos de desecho?                     |           |        |
| Provee dos datos acerca del reciclaje de metales/producción de metales   |           |        |
|  |           |        |
| Provee dos datos acerca del reciclaje de papel/producción de papel       |           |        |
|  |           |        |
| Provee dos datos acerca del reciclaje de plástico/producción de plástico |           |        |
|  |           |        |
| Provee dos datos acerca del reciclaje de vidrio/producción de vidrio     |           |        |
|  |           |        |
| Provee un dato adicional para alguien que deba saber de este tema        |           |        |
| Provee un dato adicional para alguien que deba saber de este tema        |           |        |



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## Los Tres Pasos Investigativos: Parte Dos

NOMBRE: \_\_\_\_\_

Selecciona algunos puntos de tu investigación que pienses tu profesor y compañeros deben saber acerca de la información que recopilaste. Usa el espacio ofrecido para identificar al menos tres datos, comparaciones y/o ideas que quieras enfocarte y responde a las siguientes preguntas:

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

¿Qué quieres que tu lector entienda acerca de reducir/rehusar/reciclar después de haber visto tu presentación?

¿Por qué es importante que sepan esta información?

¿Qué formas fáciles hay para que alguien de tu edad pueda reducir, rehusar y reciclar desechos?  
(Especifica tu respuesta.)



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## Teacher Background for Country vs. Country Research

This is a three-part activity. All three parts could be completed either before or after the film viewing, but students will have a greater understanding of the setting of the film if they complete this activity before the film viewing.

Because the majority of the film takes place in Cateura, Paraguay it is helpful for students to have some background information on Paraguay and how it compares to the United States. This activity is designed to get students researching facts about their own country and drawing comparisons between the U.S. and Paraguay.

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 United States and Paraguay. Good, kid friendly, websites that allow students to locate country facts are [www.easyscienceforkids.com](http://www.easyscienceforkids.com) or [www.factmonster.com](http://www.factmonster.com). 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 comparable/contrasting information on both countries, or they may choose to focus on specific aspects of a single country. 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.

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.

NOTE: There are two opportunities in this packet for students to create visual displays of their research findings. It is recommended that the students develop either their Three R's research OR their Country vs. Country research into an infographic.

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**Investigación Comparativa de Países: Primera Parte** NOMBRE: \_\_\_\_\_

Investiga los siguientes temas para comparar a los Estados Unidos y a Paraguay. También determina dos áreas adicionales investigativas que comparen o contrasten los dos países.

| <b>Temas de Investigación</b>                 | <b>Tus Conclusiones: E.U.</b> | <b>Tus Conclusiones: Paraguay</b> | <b>Fuente</b> |
|---|-------------------------------|-----------------------------------|---------------|
| Población total:                              |                               |                                   |               |
| Ciudad más poblada & su número de habitantes: |                               |                                   |               |
| Capital del país & su número de habitantes:   |                               |                                   |               |
| Idioma:                                       |                               |                                   |               |
| Índice de alfabetización:                     |                               |                                   |               |
| Recursos naturales:                           |                               |                                   |               |
| Socios comerciales:                           |                               |                                   |               |
| Tipo de gobierno:                             |                               |                                   |               |
| Usuarios con acceso a internet:               |                               |                                   |               |
| Otra información investigativa:               |                               |                                   |               |
| Otra información investigativa:               |                               |                                   |               |



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## Investigación Comparativa de Países: Parte Dos

NOMBRE: \_\_\_\_\_

Selecciona algunos puntos de tu investigación que pienses tu profesor y compañeros deben saber acerca de la información que recopilaste. Usa el espacio ofrecido para identificar al menos tres datos, comparaciones y/o ideas que quieras enfocarte y responde a las siguientes preguntas:

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

¿Qué quieres que tu lector entienda acerca de los Estados Unidos/Paraguay después de haber visto tu presentación?

¿Por qué es importante que sepan esta información?



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## Teacher Background for Video Field Trip-Landfill

This is a quick activity to get students actually seeing where their trash goes when they throw it away. This activity can be completed before or after the film viewing, but if the students are not familiar with the concept of a landfill, it should be completed before the film viewing to provide the students with some context about much of the setting of the film.

Because the film centers around a community just steps away from a landfill, it is helpful for students to understand what a landfill is so they can better understand how challenging it would be to live in the shadow of such a place. This activity is designed to get students thinking about where their garbage goes once they throw it away so they can be more conscious about the things they discard.

This activity is designed to be completed by students independently.

For this activity students will view the short video from Pearson Biology "Video Field Trip – Landfill", that can be found at <https://m.youtube.com/watch?v=mA608GJ-EzM> (running time approximately 7 minutes). Students are to respond to a question before the viewing, collect three facts during the viewing, and respond to a question after the viewing. Depending on if this activity is completed before or after the film viewing, after viewing this video, students could engage in a discussion related to the content of the film or a discussion of how to prevent waste from entering the landfill in the first place.

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## Video de Excursión – Landfill

NOMBRE: \_\_\_\_\_

Mira el corto metraje “Video de Excursión – Basurero” y provee la siguiente información antes de ver el video, mientras ves el video y después de ver el video.

### ANTES DE VER EL VIDEO

¿A dónde va tu basura cuando la desechas? (provee detalles)

### MIENTRAS VES EL VIDEO

Provee tres datos que hayas aprendido mientras ves el video:

1)

2)

3)

### DESPUES DE VER EL VIDEO

¿Qué puedes hacer para mantener cosas fuera del basurero? Explica detalladamente.





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## Teacher Background for Paraguay vs. Paraguay

This activity can only be completed after the film viewing. Students could view the video associated with this activity before viewing the film, and the activity could then be completed after the viewing; however, the activity video would have to be viewed close to the film viewing so students could remember both pieces well enough to conduct a comparison.

Because the setting of much of the film is the very tiny, desolate city of Cateura, Paraguay, it is helpful for students to see other ways Paraguay is depicted so as to better understand the power of media in crafting how people view a certain location.

Though this activity can be completed by students independently, the activity is best suited for whole-small-whole instruction with students working with a partner or a small group or whole group discussion. It is also recommended that students share their findings/opinion with the class.

For this activity, students will compare and contrast Paraguay as depicted by a tourism video and Paraguay as depicted by the film. The video, "Paraguay Tourism - PARAGUAY, You have to feel it!" can be found at: <https://www.youtube.com/watch?v=rqHLMiHDKkk> (running time approximately 8 minutes). Students will complete a modified Venn diagram and respond to questions regarding their findings.

NOTE: Having students recognize the mood of a work, as the activity requests, is a skill necessary in high school. Though mood—the feeling(s) the work evokes—is not a term typically discussed in the middle school curriculum, it will aid students in moving to the higher-order thinking needed for their high school education.

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## Paraguay vs. Paraguay

NOMBRE: \_\_\_\_\_

Después de ver *Landfill Harmonic*, ve el video acerca del turismo en Paraguay y compáralo con el video que presentan en *Landfill Harmonic*. Cuando acabes tu grafica y hayas discutido tus ideas con tus compañeros responde las siguientes preguntas:

| Video de Turismo en Paraguay | Características compartidas | Paraguay en <i>Landfill Harmonic</i> |
|------------------------------|-----------------------------|--------------------------------------|
|                              |                             |                                      |

¿Qué humor general tiene el video de turismo de Paraguay?

¿Qué quiere el creador del video de turismo que la gente piense acerca de Paraguay después de ver el video?

¿Qué humor general tiene *Landfill Harmonic*?

¿Qué quieren los directores de *Landfill Harmonic* que la gente piense acerca de Paraguay después de ver el video?

¿Cuál es el elemento más importante que el video de turismo y *Landfill Harmonic* comparten?



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## Teacher Background for Documentary Analysis/Making Your Own Documentary

This is a two-part activity. Both parts have been designed to be completed after the film viewing, but Part Two could also 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 Part One can also be completed through general oral discussion alone as opposed to having students record their responses.

In [Part One](#), which *can only be done after the film viewing*, 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](#), which *could either be done before or after the film viewing (but will be more effective after the film viewing)*, students are asked to develop their ideas for their own documentary. As an extension activity, students could develop their ideas into an actual film to submit to the Milwaukee Film Festival for the Milwaukee Youth Show (a showcase of films made by local filmmakers ages 18 and under).

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## **Landfill Harmonic Análisis Documental**

NOMBRE: \_\_\_\_\_

La historia que la película redacta acerca de la Orquesta fue planeada y organizada por los cineastas como cualquier otra película. Después de ver la película, analiza las selecciones de los cineastas para redactar la película y llevar el mensaje.

| <b>¿Cuál es la historia?</b>   |  |
|--|--|
| ¿Qué quieren los cineastas que la audiencia vea y entienda acerca de la Orquesta Reciclada?  |  |
| ¿Qué es interesante acerca de la Orquesta de Reciclados de Cateura y la experiencia de los músicos?  |  |
| ¿Cuáles eventos escogieron los cineastas para demostrar/enfocarse?   |  |
| ¿Qué acontecimientos pasados de las vidas de los músicos, los cineastas decidieron incluir en la película?   |  |
| <b>¿Quiénes son los personajes?</b>  |  |
| Además de los músicos de la orquesta ¿Qué otros personajes fueron importantes para contar la historia?   |  |
| ¿Qué papel tendrán estos personajes en la película? ¿Alivio cómico?<br>¿Testimonios?   |  |
| <b>¿Cuáles son las imágenes de redacción alternativas (B-roll images)/materiales de archivo?</b>   |  |
| Materiales de B-roll son cosas como objetos, vistas de ciudades, etcétera...que ayudan a crear la atmosfera para un documental.<br>¿Qué tipo de objetos o lugares fueron utilizados para ofrecer al espectador el tipo de ambiente en la película? |  |



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|   |  |
|---|--|
| <p>¿Qué tipo de humor provocó el material de b-roll?</p>  |  |
| <p>Los materiales de archivo son cosas como boletines de noticias, o algún otro material de video que ya existe y pueda ser usado por los cineastas para ayudar a contar la historia.<br/>¿Qué tipo de materiales de archivo utilizaron los cineastas en la película?</p> |  |
| <p>¿Qué tipo de humor provocó el material de archivo?</p>   |  |



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## Creando tu propio documental

NOMBRE: \_\_\_\_\_

Imagina estas creando un documental acerca de un tema específico o de alguna persona que conozcas muy bien. Desarrolla un plan de tratamiento para tu documental. El plan de tratamiento es una explicación corta acerca de la historia de tu película, los personajes y los eventos principales.

| What is my Documentary's Narrative?  |  |
|--|--|
| ¿Qué quieres que tu audiencia vea/entienda acerca del tema/persona el cual tu documental se enfoca?  |  |
| ¿Qué es interesante acerca del tema o la persona?  |  |
| ¿Qué eventos quieres contar?   |  |
| ¿Qué eventos antepasados quieres que la persona discuta o que historia quieres demostrar?  |  |
| ¿Quiénes son los personajes en mi documental?  |  |
| Además del tema principal, ¿que otros personajes son importantes para contar la historia?  |  |
| ¿Qué papel tendrán estos personajes en la película? ¿Alivio cómico? ¿Testimonio?   |  |
| ¿Cuáles son los materiales B-roll/de archivo para mi documental?   |  |
| Materiales de B-roll son cosas como objetos, vistas de ciudades, etcétera...que ayudan a crear la atmosfera para un documental.<br>¿Qué tipo de objetos o lugares utilizaras |  |



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|   |  |
|---|--|
| para ofrecer al espectador el sentido de ambiente?  |  |
| ¿Qué tipo de humor quieres que el material de b-roll provoque?  |  |
| Los materiales de archivo son cosas como boletines de noticias, o algún otro material de video que ya existe y pueda ser utilizado por los cineastas para ayudar a contar la historia.<br>¿Qué tipo de materiales de archivo podrías usar en tu documental? |  |
| ¿Qué tipo de humor deseas que tus materiales de archivo provoquen?  |  |

**ACTIVIDAD DE AMPLIACION:** Desarrolla tu tratamiento hacia un documental y preséntalo al Festival de Cine de Milwaukee (Milwaukee Film Festival). Para más información entra a: [mkefilm.org](http://mkefilm.org)



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## Teacher Background for Bringing it all Together

This is one of the final activities to do with the students where they will condense and summarize all the information they have gained through the film viewing, their research, and their discussions.

Because the connection between the many diverse activities available in this packet does not become completely clear until the film viewing, this activity gives students the opportunity to reflect on all the information they have gained and summarize one of the issues that the film presents in a culminating activity.

This activity is designed to be completed independently, but you may want to group students who are focusing on a similar issue. Teachers can assign the issue students will focus on or allow students to choose their focus.

Possible issues include: waste management, poverty, and access to cultural opportunities.

This activity also allows teachers to differentiate the difficulty of the content by assigning students to focus on a specific issue. Waste management is the easiest issue for students to tackle because of the many opportunities students had to explore the issue. Access to cultural opportunities involves a greater level of difficulty because students will have to utilize fewer resources to make their judgment and elaborate on the issue surrounding a lack of access to culture for many communities. The issue of poverty, though not discussed in the research, is an issue that is ever-present throughout the film and influences both one's access to cultural opportunities and their living conditions, which in the film were influenced by issues surrounding waste management.

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## Pongámoslo Todo en Práctica

NOMBRE: \_\_\_\_\_

Después de ver la película y completar las actividades de investigación, resume todo lo que aprendiste acerca de alguno de los temas destacados en la película. Puedes discutir el tema de manejo de desechos, pobreza global, o el tema de proveer oportunidades culturales a personas en comunidades con desventajas.

**El problema que pienso necesita más atención es:**

|  |
|--|
|  |
|--|

**Los datos del problema que sabemos son:**

|  |
|--|
|  |
|--|

**El problema real es:**

|  |
|--|
|  |
|--|

**Las soluciones posibles son:**

| Solución #1: | Solución #2: | Solución #3: |
|--------------|--------------|--------------|
|              |              |              |



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**Algunos desafíos que se pueden encontrar en esas soluciones son:**

| Desafío #1: | Desafío #2: | Desafío #3: |
|-------------|-------------|-------------|
|             |             |             |

**Yo pienso que puedo ayudar con:**

|  |
|--|
|  |
|--|

**Yo pienso que puedo ayudar de esta forma porque:**

|  |
|--|
|  |
|--|

**Yo siento que este tema necesita más atención porque:**

|  |
|--|
|  |
|--|