



***Landfill Harmonic* 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 *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. 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, 2015.** 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 16, 2015 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 or by mail to:

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

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 year!

A handwritten signature in black ink, appearing to read "CARA", with a stylized flourish extending to the right.

Cara Ogburn
Education Director, Milwaukee Film



Additional Support provided by Herzfeld Foundation, the Greater Milwaukee Foundation – Rosemary & William Sprinkmann Fund and Grace G. Horn Fund, and Gene & Ruth Posner Foundation



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.

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 (3 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 (3 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

What can I do? (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.6-7, 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

The Power of Social Media (1 Part: after viewing)

CC-ELA Literacy Standards: RI.6.1, RI.6.3, RI.6.7, RI.7.1, RI.7.3, RI.7.7, RI.8.1, RI.8.3, RI.8.7, W.6.4, W.6.6, W.6.10, W.7.4, W.7.6, W.7.10, W.8.4, W.8.6, W.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

Essay Contest

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



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.



Discussion Questions: Part One

NAME: _____

Respond to the following questions AND be prepared to share your responses with the class.

What is garbage? What makes something garbage? Explain.

What happens to garbage after you throw it away? Where does it go AND what does that mean?

What is something you have thrown away recently that someone else could use/could have used? Explain.

What does it mean to reuse something? What does it mean to recycle something? How are reusing and recycling similar to one another? How are they different? Explain.

Is there something you would like to learn or experience but don't have the resources or the opportunity to do so? Explain.

Beyond food, shelter, and clothing, what do you need to survive? What can't you live without? Explain.

What is your definition of an environmental obstacle? What environmental obstacles have you overcome?



Discussion Questions: Part Two

NAME: _____

Respond to the following questions AFTER viewing the film AND be prepared to share your responses with the class.

Do you think the Recycled Orchestra would have the attention of the world if they played “real” instruments? Why or why not?

Why do you think you never hear the families or children of Cateura talk about leaving Cateura?

The people of Cateura love their homes even with the little they have. Why do you think this is?

How did the musicians change from the beginning of the film to the end?

The orchestra leader said how they played is secondary to being able to perform in front of an audience. How is this a positive statement? How is this a negative statement?

Tania, a member of the orchestra, says, “without music, my life would be meaningless.” What is something that gives your life meaning and purpose? Explain.

The Recycled Orchestra had the attention of the world for a time and traveled to many diverse places, but seems to have since been forgotten by the world. Does the media that once paid them so much attention have an obligation to continue to support them? Why or why not? Explain.



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.



Quote Analysis: Part One

NAME: _____

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

<p>“If you’re born in the wrong place, you don’t have the right to dream.”</p>	<p>“If you have talent and work hard, you can achieve your dreams in 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>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>“Culture is a basic human need.”</p>	<p>“To have nothing is not an excuse to do nothing.”</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>



Teacher Background for Three R's 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 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, www.timetorecycle.org, www.everydayhealth.com, and www.2epa.gov. 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.

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 Parts One and 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://vimeo.com/3778187> 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.

⇒ **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 R's Research OR their Country vs. Country Research into an infographic.



The Three R's Research: Part One

NAME: _____

Conduct research on the following questions/topics and record your findings AND the source in the space provided.

Question	Response	Source
What does it mean to reduce your waste products?		
What does it mean to reuse your waste products?		
What does it mean to recycle your waste products?		
Provide two facts about recycling metals/metal production		
Provide two facts about recycling paper/paper production		
Provide two facts about plastic recycling/plastic production		
Provide two facts about glass recycling/glass production		
Provide an additional fact someone should know about this topic		
Provide an additional fact someone should know about this topic		



The Three R's Research: Part Two

NAME: _____

Select a few aspects of your research you feel your teacher and peers should know about the information you collected. Use the space provided to identify at least three facts, comparisons, and/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 reducing/reusing/recycling after they have reviewed your display?

Why is it important that they know that information?

What are easy ways someone your age can reduce, reuse, and recycle waste products? (Please be specific in your response.)



The Three R's Research: Part Three

Develop the information you selected in Part Two into a visual display to enhance your communication of these important parts of the issue.

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://vimeo.com/3778187> 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 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 or 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.

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 Parts One and 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://vimeo.com/3778187> 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.

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.



Country vs. Country Research: Part One

NAME: _____

Conduct research on the following topics for both the United States and Paraguay to compare the features of the two countries. Also determine two additional areas of research to further compare/contrast the two countries.

Research Topics	Your Findings: U.S.A	Your Findings: Paraguay	Source
Population			
Largest City & Population			
Capital City & Population			
Language			
Literacy Rate (How many people can read)			
Natural Resources			
Trading Partners			
Type of Government			
Internet Users			
Other Information to Research:			
Other Information to Research:			



Country vs. Country Research: Part Two

NAME: _____

Select a few aspects of your research you feel your teacher and peers should know about the information you collected. Use the space provided to identify at least three facts, comparisons, and/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 United States/Paraguay after they have reviewed your display?

Why is it important that they know that information?



Country vs. Country: Part Three

Develop the information you selected in Part Two into a visual display to enhance your communication of these important parts of the issue.

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://vimeo.com/3778187> 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 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.



Video Field Trip – Landfill

NAME: _____

Watch the short video, “Video Field Trip – Landfill”, and provide the requested information before viewing the video, while viewing the video, and after viewing the video.

BEFORE WATCHING THE VIDEO

Where does your garbage go when you throw it away? (Be as detailed as possible.)

WHILE WATCHING THE VIDEO

Provide three facts you learned while watching the video:

1)

2)

3)

AFTER WATCHING THE VIDEO

What is something you can do to keep things out of the landfill? (Be as detailed as possible.)



Teacher Background for What Can I Do? Group Reading Activity

This activity can be done either before or after the film viewing.

Because the film touches on the fact that we need to work as a society to improve global conditions for all, additional background information is helpful to more fully understand what steps students can take to reduce their own carbon footprint. Reducing, reusing, and recycling provide a few steps people can take to become better global stewards, but there are even more steps people should consider taking. This activity is designed to get students reading and talking about other steps they can take to reduce their own wastefulness and their own negative global impact.

Though this activity has been designed to be done by students in small groups, it can be completed by students independently, or read aloud/completed as a whole class group. You can decide if you want the students to each have their own paper to record information or if you want the groups to record their responses on a single page. It is recommended that students each receive their own page so as to practice their note taking skills.

For this activity students are asked to read the article "Happy Earth Day! 5 Ways to Get Kids to Help the Planet," which can be found online at: <http://www.livescience.com/50565-earth-day-get-kids-involved.html> and then to condense the content to be shared with their peers. The article is broken into five (5) sections, and students should read a section as a group and respond to the questions provided. Student groups should be prepared to share their information with their peers.



What Can I Do?

NAME: _____

As a small group, read one (1) of the sections in the article "Happy Earth Day! 5 Ways to Get Kids to Help the Planet" found at: <http://www.livescience.com/50565-earth-day-get-kids-involved.html>. Be as detailed as possible in your responses AND be prepared to share your information with the class.

Green Schools	
What does the section suggest be done?	Why is doing nothing a problem?
In what ways would the suggestions be easy to accomplish?	In what ways would the suggestions be difficult to accomplish?

Meatless Mondays	
What does the section suggest be done?	Why is doing nothing a problem?
In what ways would the suggestions be easy to accomplish?	In what ways would the suggestions be difficult to accomplish?

Fighting Food Waste	
What does the section suggest be done?	Why is doing nothing a problem?
In what ways would the suggestions be easy to accomplish?	In what ways would the suggestions be difficult to accomplish?

(continued on next page)



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Energy Vampires	
What does the section suggest be done?	Why is doing nothing a problem?
In what ways would the suggestions be easy to accomplish?	In what ways would the suggestions be difficult to accomplish?

Saving Water	
What does the section suggest be done?	Why is doing nothing a problem?
In what ways would the suggestions be easy to accomplish?	In what ways would the suggestions be difficult to accomplish?

After hearing all the suggestions, which do you think would be the easiest to accomplish? Why? Explain.

Which suggestion do you think would be the most difficult to accomplish? Why? Explain.

Which problem of those indicated do you feel to be the biggest problem? Why? Explain.

Which problem of those indicated do you feel to be the least important? Why? Explain.



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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.



Paraguay vs. Paraguay

NAME: _____

After watching *Landfill Harmonic*, view the tourism video on Paraguay and compare the Paraguay depicted in the tourism video to the Paraguay depicted in *Landfill Harmonic*. When you have completed your chart, and discussed your ideas with the class, respond to the questions that follow.

Paraguay in the Tourism Video	Shared Characteristics and Features	Paraguay in <i>Landfill Harmonic</i>

What is the general mood of the Paraguay tourism video?

What does the maker of the tourism video want people to think about Paraguay after viewing the video?

What is the general mood of the setting of *Landfill Harmonic*?

What do the directors of *Landfill Harmonic* want people to think about Paraguay after viewing the video?

What is the most important element that the tourism video and *Landfill Harmonic* share?



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).



Landfill Harmonic Documentary Analysis

NAME: _____

The story the film tells about the Recycled Orchestra was planned and organized by the filmmakers just as any other film is. After viewing the film, analyze the choices the filmmakers made to tell the story and convey the message.

What's the Story?	
What did the filmmakers want the audience to see and understand about the Recycled Orchestra?	
What is interesting about the Recycled Orchestra and the musicians' experiences?	
What events did the filmmakers choose to show/focus on?	
What past events from the musicians' lives did the filmmakers choose to include?	
Who are the Characters?	
Aside from the members of the orchestra, what other characters were important to tell this story?	
What role did these other characters have in the film? Comic relief? Testimony?	
What are the B-roll Images/Stock Footage?	
B-roll footage is 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 or stock footage is things like news reports or other pre-existing video footage that filmmakers use to help tell their story. What sorts of archival footage or stock footage did the filmmakers utilize?	
What mood did the archival/stock footage evoke?	



Additional Support provided by Herzfeld Foundation, the Greater Milwaukee Foundation – Rosemary & William Sprinkmann Fund and Grace G. Horn Fund, and Gene & Ruth Posner Foundation



Making your own Documentary

NAME: _____

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 you 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 is 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 or stock footage is things like news reports or other video footage that already exists of a subject that filmmakers use to help tell their story. What sorts of archival or stock footage could you use in your documentary film?	
What mood do you want your archival/stock footage to evoke?	

EXTENSION ACTIVITY: Develop your treatment into an actual film and submit it to the Milwaukee Film Festival. More information can be found at: 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.



Bringing it all Together

NAME: _____

After viewing the film and completing the research activities, summarize all that you have learned about one of the issues highlighted in the film. You could discuss the issue of waste management, the issue of global poverty, or the issue of providing cultural opportunities to individuals in disadvantaged communities.

The problem I feel needs more attention is:

The facts about the problem as we know it are:

So the real problem is:

Possible Solutions might be:		
Solution 1:	Solution 2:	Solution 3:



Some possible challenges to those solutions might be:

Challenge 1:	Challenge 2:	Challenge 3:

I think I can help by:

I think I can help in this way because:

I feel this issue needs greater attention because:



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Teacher Background for The Power of Social Media

This activity can only be completed after the film viewing. In this activity, students will condense all the information they have gained through their various research, their conversations, and their film viewing into a social media experience. The questions and tweeting activity is designed to get students thinking and talking about the content of the film on a global level. The goal of this activity is to get students thinking about their presence in the global social community and how they can begin to cultivate their identity in that social community

Though this activity is designed to be completed independently by students, having a whole group discussion about the content of the activity will result in the students responding with greater significance and depth.

In this activity, students are first asked how members of the Recycled Orchestra caught the attention of Megadeth on Facebook, and consider how they could capture the attention of an individual or individuals they admire. Students are then asked to reflect on their experiences with the film and compose a tweet both to the members of the Recycled Orchestra and about the film in general.

Because many students in the middle school grades will not have reached age 13 (the age Twitter recommends users be prior to making an account) this activity has been written as an analog tweeting activity. Should you want to, you could establish a class Twitter on behalf of your students and post their tweets about the film (#landfillharmonicfilm) and to the members of the Recycled Orchestra (@landfillhrmnic). If the students are all over the age of 13 you could elect to have them make Twitter accounts, after gaining parent/guardian permission, to use for this activity as a means of teaching social media awareness.



The Power of Social Media

NAME: _____

In *Landfill Harmonic*, Ada uses social media to get the attention of a celebrity she admires. What does Ada do to set herself apart and to be noticed by the band members of Megadeth?

What common bond do Ada and the band members of Megadeth have that gives her a greater ability to be noticed by the band?

Who is a celebrity, individual, or group that you admire and would like to get in touch with through social media?

What do you share in common with the celebrity, individual, or group?

What could you do to set yourself apart and get the attention of the celebrity, individual, or group?

Compose a tweet you think would catch the attention of the celebrity, individual, or group you are interested in communicating with. Remember, a tweet can only be 140 characters in length; a space for each character of your tweet is provided for you. Don't forget to identify to whom you are tweeting.



The Power of Social Media

NAME: _____

Now that you have learned about some of the experiences of the members of the orchestra, what question or comments do you have for the members of the Recycled Orchestra?

Compose your question or comment into a tweet to the orchestra; a space for each remaining character of your tweet is provided for you. (You have 125 remaining characters.)

@landfillhrmnic _____

Now that you have seen the film, you can be a part of the ongoing conversation about the movie as it continues to be released to more and more audiences. What comment do you want to make about the movie specifically to add to the global conversation?

Compose your comment into a tweet about the film; a space for each remaining character of your tweet is provided for you. (You have 119 remaining characters.)

_____ #landfillharmonicfilm



2015 ESSAY CONTEST

For a second 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
229 E Wisconsin Ave #200
Milwaukee, WI 53202

- **Submissions must be postmarked by November 16, 2015**
- Teachers of winning entries will be notified by November 30, 2015 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 6-8:

In the film, *Landfill Harmonic*, one of the subjects states that "Culture is a basic human need." Write an essay in which you discuss what this quote means to you and whether you agree with this statement or not. Use specific examples from the film to explain your position.

Essays should be a minimum of three paragraphs and a maximum of five paragraphs long.

⇒ **TEACHERS!** Feel free to do preparatory work in your classroom to help students do their best writing on this topic. For example, you might discuss what "culture" and "basic human need" might mean, examples from the film, etc. 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.



MILWAUKEE FILM ESSAY CONTEST RELEASE FORM

Include a completed copy of this slip with each submission for the 2015 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 2015 Essay Contest:

Parent/Guardian Signature _____ **Date** _____

Parent/Guardian Full Name (printed) _____

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