



### ***Minding the Gap* 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 *Minding the Gap*. 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. We would like to thank our Community Programming Coordinator Dr. Monique Liston, and Annika Leonard of Priceless Incite for their support, empathy, and counsel in helping us develop a curriculum that encourages safe spaces to explore issues of family/domestic and dating violence and toxic masculinity. Feel free to adapt and modify the activities for your own classroom. Students could also simply journal, blog, or write about their experience. Let us know if you need a different file format for this curriculum and we'll happily oblige.

You can send evidence of the work you did to integrate the film into your classroom electronically or by mail. This could include: links to online content, Google Drive folders, scanned material, photocopied or original student work concerning the film/film-going experience or even your own anecdotal, narrative accounts. **We should receive this evidence of your integration of the film into your classroom by December 31, 2018.** All of what you send us will help us write and fulfill the grants that allow us to bring these films to you and your students at such a low cost. We may also post some of the best work on our website (with students' first names and school only) later in the semester (if you would prefer we not share your students' work publicly, please let us know).

**There is an Essay Contest in this packet!** Submit writing from your students in response to the standard prompt we offer here by Friday, December 21, 2018 for consideration. A panel of judges will select the best essay and a runner-up in each grade range to receive a bookstore gift certificate as a prize. See the Essay Contest handout in this packet for more details.

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

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

All screenings of *Minding the Gap* with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards for Speaking and Listening: SL.9-10.1-4, SL.9-10.6, SL.11-12.1-4, SL.11-12.6

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

Cara Ogburn,  
Programming & Education Director, Milwaukee Film



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### ***Minding the Gap* Curriculum Packet Contents**

*Minding the Gap*, a documentary directed by Bing Liu (who also appears as a subject in his film), is about “three young men [who] bond together to escape volatile families in their Rust Belt hometown. As they face adult responsibilities, unexpected revelations threaten their decade-long friendship. (*Minding the Gap* official website). This film provides teachers and students an opportunity to explore a variety of issues surrounding domestic violence, family violence, racial bias in our society, coming of age challenges, and skateboarding culture. The following activities are designed to connect students’ experiences viewing *Minding the Gap* to other relevant events, texts, and themes while employing high order thinking.

This packet presents a variety of activities in their recommended order. Activities are designed for a 45-50 minute class period; some activities can be done in more than one class period.

#### **Trailer Analysis (1 Part: Before Film Screening: 1 class period)**

Students will critically analyze the trailer for the *Minding the Gap* and make predictions about the content of the film by analyzing the content of the trailer. The goal of this work is for students to familiarize themselves with the film’s subject matter and engage in a discussion about their own connections to the film’s content. This activity can be completed in whole group format or independently.

**Common Core English Language Arts (CC-ELA) Literacy Standards:** RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.8, RI.9-10.10; RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.10; L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.6; L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6; W.9-10.2, W.9-10.4, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10; W.11-12.2, W.11-12.4, W.11-12.7, W.11-12.8, W.11-12.9, W.11-12.10; SL.9-10.1, SL.9-10.2, SL.9-10.4, SL.9-10.6; SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.6

#### **Culture Research: A Brief History of Skateboarding (3 Parts: Before Film Screening: approx. 1 class period)**

Students will learn about skateboarding by viewing a brief documentary, reading a brief article, and creating a design for their own skateboard deck. The goal of this work is primarily for students to improve their reading and summarizing skills with a piece of informational text and an informational film, as well as to engage them in expressing their experiences/environment through visual art. 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.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.10; RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.5, RI.11-12.10; L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.6; L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6; W.9-10.2, W.9-10.4, W.9-10.6, W.9-10.8, W.9-10.9, W.9-10.10; W.11-12.2, W.11-12.4, W.11-12.6, W.11-12.8, W.11-12.9, W.11-12.10; SL.9-10.1, SL.9-10.2, SL.9-10.4, SL.9-10.6; SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.6. **National Core Arts Standards (NCAS):** MA:Cr 1.1.1, MA:Cr 2.1.1, MA:Pr 4.1.1, MA:Pr 5.1.1, MA:Cn 10.1.1,



**A Tale of Two Cities Research (3 Parts; Before Film Screening; 2-3 class periods)**

Students will conduct research on Rockford, Illinois and their own city to take note of the similarities and differences in these Rust Belt areas. 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.

**CC-ELA Literacy Standards:** L.9-10.1, L.9-10.2, L.11-12.1, L.11-12.2, RI.9-10.1, RI.11-12.1, RI.11-12.7, RI.9-10.10, RI.11-12.10, W.9-10.4, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10, W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, W.11-12.10, SL.9-10.1, SL.9-10.2, SL.9-10.4, SL.9-10.5, SL.9-10.6, SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6

**Family, Domestic, and Dating Violence Discussion, Art Activity, & PSA (3 Parts; Before Film Screening; 2-3 class periods)**

This section has some thoughts and best practices on facilitating self-guided group dialogue among students who wish to process the subject matter in the film in the context of their own personal experience. We offer a few follow-up activities to process this discussion further, through a simple art activity as well as a PSA project. Through the latter, students will conduct research on family violence and its causes. Students will then organize their research findings into a PSA 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.

**CC-ELA Literacy Standards:** L.9-10.1, L.9-10.2, L.11-12.1, L.11-12.2, RI.9-10.1, RI.11-12.1, RI.11-12.7, RI.9-10.10, RI.11-12.10, W.9-10.4, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10, W.11-12.4, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, W.11-12.10, SL.9-10.1, SL.9-10.2, SL.9-10.4, SL.9-10.5, SL.9-10.6, SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6 **National Core Arts Standards (NCAS):** MA:Cr 1.1.1, MA:Cr 2.1.1, MA:Pr 4.1.1, MA:Pr 5.1.1, MA:Cn 10.1.1,

**Dating Violence: Scenarios & How to Help (2 Parts; After Film Screening; 1 class period)**

This activity will expose students to a number of examples of dating violence and give students an opportunity to learn about and articulate what they can do if a peer is experiencing dating violence. This work is designed to be completed in groups, but it can be done independently.

**CC-ELA Literacy Standards:** L.9-10.1, L.9-10.2, L.11-12.1, L.11-12.2, RI.9-10.1, RI.11-12.1, RI.11-12.7, RI.9-10.10, RI.11-12.10, W.9-10.4, W.9-10.9, W.9-10.10, W.11-12.4, W.11-12.9, W.11-12.10, SL.9-10.1, SL.9-10.6, SL.11-12.1, SL.11-12.6, RI.9-10.1, RI.11-12.1, SL.9-10.1, SL.9-10.2, SL.9-10.4, SL.9-10.5, SL.9-10.6, SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6

**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 *Minding the Gap* to further hone their media literacy skills. Students are also asked to develop a treatment (brief summary) of the 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.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.10; RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10; L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.6; L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.6; W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10; W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, W.11-12.9, W.11-12.10; SL.9-10.1, SL.9-10.2, SL.9-10.4, SL.9-10.6; SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.6

**Bing Liu Interview**

Students will view an interview with Bing Liu, the director of the *Minding the Gap*, and take notes on what that they find to be important insights or information about the film. The goal of this work is for students to better understand the filmmaking process and the film’s subjects, and to consider what they would ask of the director if they had the opportunity. This work is designed to be completed in whole-small-whole format, but it can be completed independently.

**Common Core English Language Arts (CC-ELA) Literacy Standards:** RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.10; RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.10; L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.6; L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6; W.9-10.2, W.9-10.4, W.9-10.7, W.9-10.9, W.9-10.10; W.11-12.2, W.11-12.4, W.11-12.7, W.11-12.9, W.11-12.10; SL.9-10.1, SL.9-10.2, SL.9-10.4, SL.9-10.6; SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.6



## Teacher Background for Pre-Screening Activity: Film Trailer Analysis

### Teacher Resources

- Computer, internet, projector/screen or smartboard
- Link to *Minding the Gap* trailer (provided)
- Activity handout: [Film Trailer Analysis](#)

⇒ **TEACHERS!** This activity is designed to be done before the Education Screening. Use the film trailer to assist you in familiarizing your students with the *Minding the Gap*'s content and subject matter.

### Directions

1. As a class, watch the trailer (1:40 minutes) for the documentary, *Minding the Gap*: [https://www.imdb.com/title/tt7476236/videoplayer/vi667138841?ref=tt\\_ov\\_vi](https://www.imdb.com/title/tt7476236/videoplayer/vi667138841?ref=tt_ov_vi).
2. When the trailer is over, engage your class in a discussion about what they predict the film will be about based on the trailer using the questions provided. **Students may also feel compelled to discuss their own experience with abuse or escapism, in which case we urge you to proceed with empathy and caution in a [safe environment](#), perhaps with a school social worker present to mediate sensitive conversations.**

Depending on time available, students may wish to select five questions they prefer to respond to in depth.

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**Film Trailer Analysis**

**Name:** \_\_\_\_\_

*After watching the trailer for the documentary, [Minding the Gap](https://www.imdb.com/title/tt7476236/videoplayer/vi667138841?ref=tt_ov_vi), ([https://www.imdb.com/title/tt7476236/videoplayer/vi667138841?ref=tt\\_ov\\_vi](https://www.imdb.com/title/tt7476236/videoplayer/vi667138841?ref=tt_ov_vi)) respond to the questions provided.*

1. What do you think the documentary will be about? Use at least 3 specific examples from the trailer.

*After discussing your predictions for the content of the film, re-watch the trailer and respond to the following questions, examining the trailer more deeply.*

2. About 8 seconds into the trailer the following is stated by a character named Keire: "I always felt like I didn't fit with my family." What do you think is meant by the statement? Why? Explain.
  
3. About 10 seconds into the trailer the following is stated by a character named Zack: "My parents always ran this very controlling house – I ran away a lot." What do you think is meant by the statement? Why? Explain.







8. After watching the trailer and analyzing the statements and supporting visuals, how would you characterize Keire? Zack? Nina? Why? Explain.
9. After watching the entire trailer and more deeply analyzing the content and some of the characters, what do you think the film will be about? How does your prediction now relate to your prior prediction? Explain.
10. What are your own connections to the content of the film? Have you had experiences that relate to those which the subjects of the film allude to? Explain.

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## Teacher Background for Cultural Research: A Brief History of Skateboarding

### Teacher Resources

- Computer, internet, projector/screen or smartboard
- Link to “Skateboarding Evolution Documentary” (9 mins)
- Link to “The evolution of skateboarding – A history from sidewalk surfing to superstardom”
- Activity sheets for Parts One, Two, & Three of A Brief History of Skateboarding

⇒ **TEACHERS!** *Minding the Gap* centers around a group of very different individuals who were brought together by skateboarding. This activity prompts students to research the history of skateboarding. They’ll then relate their research to themes from *Minding the Gap*. In Part Three, students are asked to show their own individual style and creativity by designing their own skateboard deck.

### Directions

#### Part One:

Before *or* after viewing *Minding the Gap*, students will view a short documentary about skateboarding and answer some questions on the content. Direct students to “Skateboarding Evolution Documentary” (9 mins): <https://www.youtube.com/watch?v=RaKVyz1Wmyo>. View the film as a class and answer the questions provided. The film provides information rather quickly, so tell students to record answers as best they can before opening up a class discussion.

#### Part Two:

After viewing *Minding the Gap*, prompt your students to break into small groups of 3-6 to discuss and write answers to a series of questions about the philosophy of skateboarding held by the subjects in the film.

Part Three: This activity can be completed in small groups, but students will get more out of the work if they have full creative control over their design.

1. Ask the students what images they recall being on skateboard decks from the film or other media/experience.
2. Teachers might want to have students then brainstorm images and symbols, make a mood board/collect collage materials, etc. that are important in their own life.
3. Start designing the board. We have provided a template for students to illustrate, but students are encouraged to “go bigger” (a student could bring in their actual skateboard for classmates to trace onto construction paper, or students could approximate a shared template closer to the size of an actual skateboard).

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## A Brief History of Skateboarding

Name: \_\_\_\_\_

**Part One:** View the 9 minute film "Skateboarding Evolution Documentary" at <https://www.youtube.com/watch?v=RaKVvz1Wmyo> and answer the questions provided.

What was the skateboarding of the 1950's designed to mimic?

What were the only skateboarding tricks done in the 1950's?

Why was 1965 so bad for skateboarding?

What changed/saved the skateboarding industry? How?

How did pool skateboarding emerge?

How did Tony Alva revolutionize pool skateboarding?

At the first X Games in 1995, what did Tony Hawk do to further revolutionize the sport of skateboarding?

## Skating v. Society

Skateboarding is about three (3) things. What are they?



What does professional skateboarder, Sean Malta, say about skating?

How is the skate park a communal place?

What is your opinion of skateboarding after watching the documentary?



**Skateboarding in *Minding the Gap***

**Name:** \_\_\_\_\_

**Part Two:** After viewing *Minding the Gap*, answer the following questions with a small group. Be prepared to share your answers with the class.

1. How does Keire compare skateboarding to his relationship with his father? Can you relate to this feeling with anything else?
2. How did skateboarding create a family for Bing Liu and the subjects of his film?
3. Keire says skating is like a drug in a way, and as long as he is able to go skate he's fine. Soon after he says the effect of the drug wears off and it all just comes back to you. What hobbies or experiences have you had where you are able to temporarily escape? Explain.
4. Do you have outlets with effects similar to skateboarding? Do these activities help you find a sense of family, release, exuberance, freedom, or other/all of the above?
5. Do you have a communal place, skate park or otherwise, in your neighborhood? When and how did it come about?

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# Education Screenings

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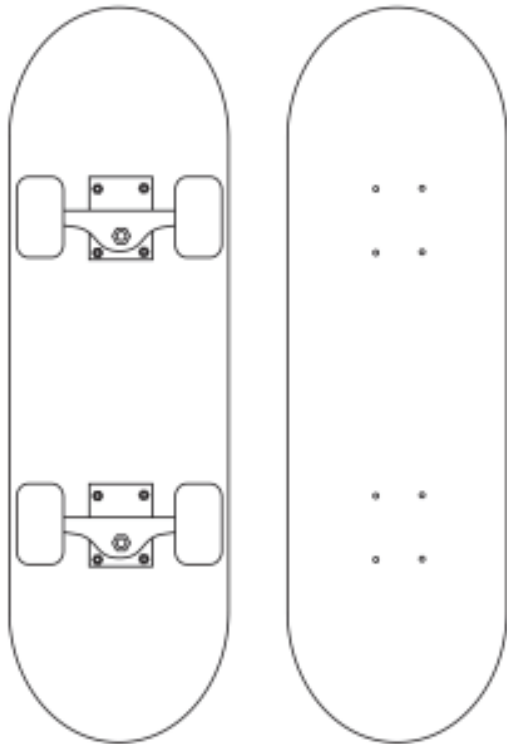


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**A Brief History of Skateboarding: Your Own Design**      Name: \_\_\_\_\_

**Part Three:** *As you have learned, skateboarding is all about self-expression and trying new things. Many skateboarders pride themselves on their individuality and unique style, and this activity asks you to be a part of that culture.*

*Design your own skateboard deck and explain the story behind your design in the space provided. Be prepared to share your work with the class.*



**Story behind your design:**

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## Teacher Background for Comparative Analysis: A Tale of Two Cities

### Teacher Resources

- Computer, internet, projector/screen or smartboard
- Links to city research aides & infographic sites
- Activity handout for A Tale of Two Cities (Parts [One](#), [Two](#), & [Three](#))

⇒ **TEACHERS!** The city of Rockford, IL is the almost constant setting for the subjects of *Minding the Gap*, serving as the background for a group of friends who come of age, bond together, and escape volatile families, all the while skating across the city's landscape. This activity is designed for students to gain a greater understanding of geography. Students will be prompted to research facts about their own city and draw comparisons between Milwaukee, WI and Rockford, IL. They will compare two Rust Belt towns, exercising skills in geographic research, data analysis, and presentation. This activity can be completed by students independently, with partners, or in small groups.

Through understanding these settings more concretely, students may also learn to extrapolate the link between data and anecdotal evidence/experiences. Encourage dialogue as students work on this activity: *Have you noticed any evidence of [this finding] in your everyday life? What are your experiences with these cities?*

### Directions

**Part One:** Have students locate general information about the city Rockford, IL. Students should work to gather information independently, but if they get stuck you could direct them to: [www.quickfacts.census.gov](http://www.quickfacts.census.gov) where they can compare multiple cities at a time, or [www.city-data.com](http://www.city-data.com) to assist them with their researching.

**Part Two:** Have students 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 Rockford and Milwaukee, or they may choose to focus on specific aspects of a single city. It is their task to condense the information to highlight something specific.

**Part Three:** 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 number of videos about infographics can be found at: <https://www.easel.ly/support/knowledge-base/how-to-use-easel-ly/> *You can determine how your students should present their findings. Students may simply submit their infographic, display it in the room for classmates to review, or orally present their work.*

**Extension:** Invite students to research Denver, Colorado, a city also featured in *Minding the Gap*, and integrate that information into Parts Two and Three. [Back to Packet Contents](#)





**Comparative Analysis: A Tale of Two Cities**      Name: \_\_\_\_\_

**Part One:** Conduct research on the following topics for your city, Rockford, IL, and Denver, CO to compare the feature of the three cities. Also determine two additional areas of research to further compare/contrast the three cities.

Research Topics	Your Findings: Your City	Your Findings: Rockford, IL	Your Findings: Denver, CO
Population			
Racial Demographics			
Graduation Rates			
Residents under the age of 18			
High School Graduates			
College Graduates (Bachelor's Degree)			
Average Income			
Persons living in Poverty			
Crime Index			
Other Information to Research (alcoholism, domestic violence, cost of living, single parents, skateboard culture, unemployment):			
Other Information to Research:			



**Part Two:** Use the space provided to identify at least three facts, comparisons, and/or ideas you feel your teacher and peers should know from the information you collected. Then respond to the questions that follow:

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

What do you want your reader to understand about the cities you researched 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. Be prepared to present it to your class!

Now it's time to create an **infographic** to deliver information about the cities you researched. An infographic is a way of representing information with visual as well as textual cues.

1. First, select information that paints a clear picture of the information you want to focus on. You don't want to include everything you learned! Give your presentation a theme.
2. Then, consider what format and design will best articulate your information to your reader. . Informational videos on creating infographics on Easel.ly can be found at: <https://www.easel.ly/support/knowledge-base/how-to-use-easel-ly/>
3. When you're ready to start your infographic, visit <http://www.easel.ly/> and **create an account** so you can save and resume your work.

You can sketch ideas/create a storyboard for your infographic below:



## Teacher Background for Family, Domestic, & Dating Violence [Discussion](#), [Art Activity](#), and [PSA Project](#)

⇒ **TEACHERS!** Students may find themselves relating to the experiences shared and highlighted by director Bing Liu in *Minding the Gap*. We anticipate that students may be compelled to share their thoughts, feelings, and personal experiences through their own self-guided discussion as a whole class or in small groups with outside facilitators. **As such, we haven't provided discussion question so as to allow students to direct the conversation based on their own opinions or personal experiences.** Here, we present some ideas and best practices to keep in mind for teachers, students, and potential facilitators.

We also will present some activities (an art exercise, a PSA project, and later in this packet, a Dating Scenario activity) for students to further express and work through their experiences through non-verbal communication and through honing their critical analysis and advocacy skills.

### Suggestions for Teachers and Facilitators

Annika Leonard of Priceless Incite assisted us with the following suggestions to keep in mind for when you open up discussion for students about such topics as family/domestic/dating violence and toxic masculinity:

- BEFORE viewing the film:
  - Tell students what the film is about. Watch the trailer.
  - Remind students how they can take care of themselves. They can:
    - Talk to trusted teacher
    - Step out of the room
- Things to look out for:
  - If students look disconnected, they're just navigating the information.
  - Set up play dough or other things to play with on their desk; students may need a physical outlet during discussions.
  - Include cultural sensitivity training: Explore the biases we have.
    - Consider and discuss how violence is normalized, especially throughout the history of African American culture.
    - What other assumptions do we have about various races and ethnicities, men and women, etc.? Where do we see violence being normalized in everyday commercial and popular culture?
    - Discuss how advocacy skills--even simply being a good listener to others--can disrupt the normalization of violence.
- Emphasize how one can be a **good listener**:
  - Take care not to be dismissive (or be *perceived* as dismissive) when someone brings up a situation of domestic/dating violence in their life; this can have the effect of normalizing the violence.



- If a friend tells you they're struggling with a violent relationship, make eye contact and affirm their truth.
- Discuss: how can we have conversations about these experiences with our peers?
  
- Consider preparing a few facilitators who can work with small groups in self-guided discussion.
- See if facilitators have been directly affected by the subject matter. Invite facilitators to open up about this context, in order to promote a space of safety and trust.
- What is the film triggering for young people? Be cognizant of the fact that anyone in the room could have experiences of trauma, and to proceed with compassion from the get-go.
- Again, explore advocacy skills. Encourage students to be advocates for one another. Develop a culture and community of care.
- Find more notes on advocacy skills in the [What You Can Do](#) section of the [Dating Violence](#) activity.

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## Post-Discussion Art Extension

### Teacher Resources

-Art Supplies (any at your disposal! It's really up to you/your class)

### Directions

After a logical stopping point in your students' discussion(s), provide them with a variety of art supplies and invite them to illustrate either an experience or subject from their own life, or one from a character in *Minding the Gap*, or both.

- A "Symbolic [Self-] Portrait"\* assignment might be a helpful way to get students started, if they'd like more direction. A symbolic self-portrait involves implementing various symbolic elements that describe the subject's personality/experiences/psyche, such as in a Frida Kahlo self-portrait.
- Teachers may also find it helpful to look at various campaigns around family/domestic and dating violence. Students can create their own visual campaign.





## Teacher Background for Family Violence PSA Activity

### Teacher Resources

- Computer, internet, projector/screen or smartboard (for PSA video research)
- Activity handouts

⇒ **TEACHERS!** This is a four-part activity. All parts can be completed both before and after the film viewing, but students will likely have a greater understanding of some of the content of the film if they complete the research before the film viewing. Because the film, *Minding the Gap*, centers around characters that have experienced family violence, it is helpful for students to have some background information on family violence and domestic violence.

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

### Directions

**Part One:** View a small selection of pertinent PSA's and invite students to talk about specific campaigns. Make this conversation **self-guided**.

Wishes-STEM PSA <https://www.youtube.com/watch?v=ON6hAudgqMg>

The Best Friend (Bystander Intervention) PSA

[https://www.youtube.com/watch?time\\_continue=486&v=iUj2OHLAG3w](https://www.youtube.com/watch?time_continue=486&v=iUj2OHLAG3w)

Erase Bullying PSA <https://www.youtube.com/watch?v=c1WBzMLgixM>

Active for life PSA <https://www.youtube.com/watch?v=2sy1bAM0vc>

Put it Down PSA <https://www.youtube.com/watch?v=esjRX2W6UzQ>

- Ask your students,
  - *What do the videos have in common? How are they different?*
  - *Is this PSA convincing? Is it effective?*
- Invite students to break into small groups and analyze one of the PSA's. Prompt them to answer the questions on their activity sheet about their assigned PSA.
- Emphasize question #6: *"Would this PSA campaign have had any impact on this story? Or on another story you heard about?"*

**Part Two:** Students are asked to locate general information about family and domestic violence.

**Part Three:** 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 family violence or they may choose to focus on a specific feature of it. It is their task to condense the information to highlight something specific.



**Part Four:** Students are to develop their selected information into a PSA. This activity requires that students integrate the information they generated from Parts One-Three, and determine the best way to convey this information to an audience, keeping in mind their thoughts on the efficacy of PSA's viewed in class. It is recommended that the students visit:

<https://www.powtoon.com/home/> to develop their PSA. A number of videos about PowToon development can be found at: <https://www.powtoon.com/tutorials> and it is recommended that the video(s) be viewed and discussed as a class.

Teachers should determine how students should present their findings: students can simply submit their PSA, show it to their peers in the whole class group, or orally explain the work they developed.

**\*Some DPI Resources on Sexual Assault and Domestic and Dating Violence can be found at <https://dpi.wi.gov/sspw/pupil-services/school-social-work/contents/dating-violence>**

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**Family Violence PSA: Part One**

**Name:** \_\_\_\_\_

*PSAs are videos created to raise awareness and change public attitudes and behavior toward a social issue. PSAs often have a powerful message that sticks with the viewer, sometimes becoming part of society's collective psyche.*

*Your initial task is to identify the message behind each PSA and what behavior or habit the videos were seeking to change.*

As a class, you will watch the following PSAs:

Wishes-STEM PSA <https://www.youtube.com/watch?v=ON6hAudgqMg>

Erase Bullying PSA <https://www.youtube.com/watch?v=c1WBzMLgixM>

Active for life PSA <https://www.youtube.com/watch?v=2sy11bAM0vc>

Put it Down PSA <https://www.youtube.com/watch?v=esjRX2W6UzQ>

*You will be assigned a PSA to analyze as a group. In groups, answer the following questions about your assigned PSA.*

Assigned PSA: \_\_\_\_\_

1. Who is the intended audience of your assigned PSA?
  
2. Who are the characters in the PSA and what roles do they play in telling the story?
  
3. What is the tone and persuasive tactic the PSA uses to communicate the message?



4. Does the video use positive or negative reinforcement to spark a behavioral change?
5. Do you think the PSA is effective in making viewers rethink and/or change their behavior?
6. *Would this PSA campaign have had any impact on this story? Or on another story you heard about?* Explain.





**Family Violence PSA: Part Two**

**Name:** \_\_\_\_\_

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

Question	Response
What is family violence?	
What is domestic violence?	
How are family violence and domestic violence related?	
How are family violence and domestic violence different?	
What are the types of family violence?	
What are the signs of family violence?	
What are some of the causes of family violence?	
What are some of the effects of family violence?	
What can you do if you or someone you know is a victim of family violence?	

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<p>What can you do if you or someone you know is a victim of family violence?          (cont.)</p>	
<p>Provide an additional fact someone should know about this topic</p>	
<p>Provide an additional fact someone should know about this topic</p>	





**Family Violence PSA: Part Three**

**Name:** \_\_\_\_\_

*Select a few aspects of your research you feel your teacher and peers should know about the information you collected and develop it into a short PSA (Public Service Announcement).*

*You will now be designing your own PSAs to raise awareness about Family Violence. Use the chart provided to begin designing your PSA. Use the research information you generated to develop your piece.*

*Watch the video "How to Make a PSA" (<https://www.youtube.com/watch?v=eywBa0xfQF>) to get some additional guidance on PSA development.*

<p><b>1. Scenario:</b> Characters act out the problem. Write script for actions and dialogue (use back of sheet or another piece of paper as necessary).</p>	
<p><b>2. Goal:</b> These words flash across the screen.</p>	
<p><b>3. Reasons:</b> Voiceover explains the problem while image shows problem.</p>	
<p><b>4. Facts:</b> Voiceover discusses the facts while image shows facts.</p>	
<p><b>5. For More Information:</b> Show an organization's phone number or website</p>	



**Family Violence PSA: Part Four**

**Name:** \_\_\_\_\_

*Develop the information you selected into a visual display.*

It is recommended that you create a PowToon to deliver your information, which is a very simple video format. Visit <https://www.powtoon.com/home/> and create an account (so you can save and resume your work).

Informational videos on creating a PowToon can be found at: <https://www.powtoon.com/tutorials/> to assist you in developing your work.

When making a video to illustrate your research, consider what format and design will best articulate your information to your reader. What did you find effective in other PSA's that you'd like to recreate? What wasn't effective that you would change? 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 Dating Violence: Scenarios & How to Help

### Teacher Resources

-Activity handouts for Parts [1A](#) & [1B](#), and Part Two

⇒ **TEACHERS!** This activity is recommended for after the Education Screening. A number of characters profiled in the documentary *Minding the Gap* are seen suffering from dating violence and family violence. This activity utilizes two (2) lessons adapted from the [Dating Violence and Prevention Curriculum](#) provided by The Wisconsin Department of Public Instruction.

This activity will expose students to a number of examples of dating violence and give students an opportunity to learn about and articulate what they can do if a peer is experiencing dating violence.

Students are encouraged to respond to these scenarios in small groups with outside facilitators. The more students interact with each other, the more beneficial this activity will be.

### Directions

**Part 1:** Students will split into groups/partners and read one of the provided scenarios (Activity handout [1A](#)) in front of the class. This activity exposes students to five (5) scenarios where they will see both correct and incorrect ways of addressing someone showing signs of dating violence. After watching their peers, students will react to the scenarios and elaborate on some of the issues touched on in the scenario (Activity handout [1B](#)).

**Part 2:** Students will review some information titled “Things You Can Do to Help Someone in an Abusive Relationship”. Students will then review some situations where they are asked how they could help those involved. It is recommended that Part Two be jig-sawed and groups of students discuss how they would react to the scenario before sharing their use of a technique with the class.

NOTE: The full curriculum is available at:

<https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/datingviolenceprev.pdf>

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## Dating Violence Scenarios

*Act out the four (4) scenarios provided. After watching/listening to each scenario, complete the questions provided.*

### **Scenario 1 - Derek and Sharisse (2 student actors)**

-Scene 1-

**Derek:** I'm really glad you came out tonight.

**Sharisse:** Me, too. I'm having a lot of fun. Just wish I didn't have to go home so early.

**Derek:** So don't go, stay out with me and have some fun.

**Sharisse:** Derek, you know I can't. I have to get up early. And it's already late.

**Derek:** Come on, the world won't stop if you have fun for once.

**Sharisse:** I have to take this SAT class.

**Derek:** You don't have to take the SAT's tomorrow. It's just a class. Blow it off.

**Sharisse:** All right, I'll stay another half hour...but then I have to go.

**Derek:** Sharisse, why did you even bother coming out tonight?

**Sharisse:** I wanted to spend some time with you.

**Derek:** That's a joke. Thanks for fitting me into your busy schedule.

**Sharisse:** What's that supposed to mean?

**Derek:** I mean, you never have time for me. And it's not just tonight, it's all the time. What's more important to you anyway? Me or your SAT class?

**Sharisse:** Why are you trying to make me choose? You are important to me, but so are my SAT scores. What's wrong with that?

**Derek:** So, a piece of paper is more important than I am? You know what? Forget it. Just go home. I don't even know why I bothered to try and take you out. You think you're all that, because you have more important things to do than hang out with your friends. See you around, Sharisse.

-Scene 2-

**Derek:** Boss keep you late?

**Sharisse:** What are you doing here?

**Derek:** I got you something. Come on Sharisse, talk to me.

**Sharisse:** You know, you really embarrassed me at that party the other night.

**Derek:** I know, and I'm sorry. But you made me angry. You never think about what I want. All I want is to feel more important than a test.

**Sharisse:** But you know I want to go away to college, and I need a good score on my applications.

**Derek:** You're only a junior, relax. All you ever talk about is college, like it's the most important thing in the world. You'll never be able to afford it anyway, so you might as well just forget it.

**Sharisse:** That's why I'm studying so hard. I want to get a scholarship.



**Derek:** You're smart, but you're not that smart. They don't just give scholarships away to anyone. I'm sorry. But I just don't want to see you get hurt, that's all. You're doing all this work and you'll be disappointed. Fine. I don't want to do this, but if you can't find more time for me, I'm going to have to move on. Even though that's not what I want.

**Sharisse:** It's not what I want either.

**Derek:** So, what are you going to do then?

**Sharisse:** I promise I'll make more time for you.

**Derek:** Okay, so let's go catch a movie or something.

**Sharisse:** I have a test tomorrow. I was supposed to study...

**Derek:** You say you care...prove it. You coming?

*end of scenario 1*



### **Scenario 2 - Mark and Jillian (4 student actors)**

-Scene 1-

**Mark:** I wrote a song for Jillian. I'm going to give it to her.

**Carlos:** Man, you've got it bad!

**Mark:** There she is.

-Scene 2-

**Jillian:** I love the song. I've been playing it all day.

**Mark:** Thanks. I'm glad you like it.

**Jillian:** So what are you doing tonight?

**Mark:** I'm going bowling with Carlos and his cousin. It's kind of a guy's night out.

**Jillian:** Oh. Then I guess I hope you have fun.

**Mark:** I hope you're not mad. Maybe we can do something tomorrow.

**Jillian:** Yeah. Maybe. Okay, I'll see you tomorrow.

-Scene 3-

**Mark:** Hey, how you doing?

**Jillian:** Great! I was just hanging around at home, so I thought I'd come over and see you.

**Mark:** Oh. I thought you didn't like bowling.

**Jillian:** Well, I've never really tried. Maybe you can teach me?

**Mark:** Maybe, sometime. This is supposed to be a guy's night out type thing.

**Jillian:** Are you guys going to like pick up girls or something?

**Mark:** Come on, no way. You know I'd never cheat on you.

*(Frank, Jillian's ex-Boyfriend Walks up)*

**Frank:** Jillian! I haven't seen you around here lately.

**Jillian:** What's up Frank! I haven't been hanging out too much.

**Frank:** Come play a game with us.

**Jillian:** I've never really played...

**Frank:** Who cares? Come on over.

*(Frank walks away)*

**Jillian:** Yeah, maybe I will. *(turns to Mark)* I used to go out with him.

**Mark:** I figured something like that.

**Jillian:** Well, I guess I'll go play with my friends if you're too busy.

**Mark:** You know it's not like that. Come on. Let's get you some shoes.

-Scene 4-

*(Jillian walks up to Mark who is sulking)*





**Jillian:** If you have something to say, you could just say it out loud.

**Mark:** What? What'd I say? I wasn't saying anything wrong!

-Scene 5-

*(Mark walks over to Jillian who has sat down, crying)*

**Mark:** Jillian? I just didn't want to leave for the weekend with you so mad.

**Jillian:** Yeah. Whatever.

**Mark:** Are you crying? What's wrong?

**Jillian:** I don't know. I'm just really depressed. Could you come over?

**Mark:** They're coming to get me right now.

**Jillian:** Fine. I knew you didn't really care. Nobody does. I don't even care anymore. I wish I were dead.

**Mark:** What are you talking about, Jillian? Don't talk like that.

**Jillian:** Like you care.

**Mark:** I do care.

**Jillian:** Look, don't worry about it, okay? If I'm dead tomorrow, it's not your problem.

-Scene 6-

**Mark:** I've got to go to Jillian's right now.

**Carlos:** What about the camping trip?

**Mark:** I can't go. Can you take me over to her house? It's really important.

**Carlos:** I don't believe this! ...Alright.

**Mark:** Thanks, man.

-Scene 7-

**Jillian:** Thank's so much for coming over on Friday. I know I was a little bit of a drama queen. And I'm sorry you missed your trip.

**Mark:** It's okay. As long as you're all right. Listen, we've got to talk.

**Jillian:** Why, what's up?

**Mark:** You know I like you, but I have to have some time to hang out with my friends without you getting upset.

**Jillian:** Are you breaking up with me?

**Mark:** No. I don't want to break up. But still, I need some time to myself.

**Jillian:** I don't get it. Why, don't you want me around?

**Mark:** I do want you around, just not all the time.

**Jillian:** You really want to break up with me, and you don't have the guts to come right out and do it. Fine. I'm really sorry for whatever I did.



-Scene 8-

**Jillian:** Hey, did you read my note?

**Mark:** Yes.

**Jillian:** So, what did you think?

**Mark:** You know I care about you, I'm just confused. One minute you want me, the next minute you don't. You really hurt me. Honestly,

I have never liked anyone as much as I like you, but...I don't know.

**Jillian:** Listen, if you'll take me back, I promise you can have as much time with your friends as you want.

*end of scenario 3*



### Scenario 3 - Peter and April (2 student actors)

-Scene 1-

**April:** Peter! Peter. Wait, wait. Peter!

**Peter:** What's wrong?

**April:** I hope you don't take this wrong, because I do like you a lot. But I just broke up with someone.

**Peter:** What? What do you mean?

**April:** I just don't want to rush into anything.

**Peter:** Listen. I like you, that's why I asked you to the prom. But really, for a first date I didn't have to go spend so much money. I paid for this limo, this tux, your flowers, our dinner. I'm not asking for some whole new relationship, but if you weren't interested I don't think you should have gone with me in the first place.

**April:** Oh, so it's like that!

**Peter:** It's just, you don't go around leading guys on.

**April:** I wasn't trying to lead you on! Driver, could you stop the car, please? I want to get out.

**Peter**

Stop playing innocent! I know you've been with other guys.

-Scene 2-

**Peter:** Come on, listen April. I'm sorry. Don't end the night like this. I made a bad call. It won't happen again. Please? It's supposed to be a great prom.

**April:** You know, just because you spent money doesn't give you a right to anything. I'm not for sale.

**Peter:** I know, you're not for sale. It's just that you're different from other girls I know. If you give me another chance, I'll be a perfect gentleman.

**April:** Alright.

-Scene 3-

(Peter brings April a glass of alcohol)

**April:** Oh, my gosh.

**Peter:** To the prom! (raises his glass for a toast) Drink up.

**April:** Not too much.

-Scene 4-

**April:** I'm so wasted! I have to go to the bathroom. Do you know where it is?

**Peter:** There's one upstairs, I think.

**April:** I'll be right back.

**Peter:** I'm really glad we talked things out earlier.

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(Peter moves to kiss April)

**April:** Me, too. Wait...Peter. Peter!

**Peter:** Come on, why are you being so uptight? You don't have to play this game.

(Peter continues to try to kiss April)

**April:** I'm not playing any game! Get off me! Peter! Stop! Please stop. Get off me!

*end of scenario 3*



## Dating Violence Scenarios

Name: \_\_\_\_\_

*Act out the scenarios provided after watching each scenario, complete the questions provided.*

### **Scenario 1 - Derek and Sharisse - Discussion Questions**

- Discuss whether you think Derek's behavior at the party was justified and why.
- How do you think Derek's putdowns and threats to break up affect Sharisse?

### **Scenario 2 - Mark and Jillian - Discussion Questions**

- Discuss whether Jillian's behavior toward Mark is abusive and why.
- What should Mark do about Jillian's suicide threat?

### **Scenario 3 - Peter and April - Discussion Questions**

- Does Peter have a right to expect sex from April?
- What role does alcohol play in this scenario?

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**What You Can Do**

Name: \_\_\_\_\_

*Review the information below about the things you can do to help someone in an abusive relationship.*

**Things You Can Do to Help Someone in an Abusive Relationship**

**Be supportive and listen.**

This may be the most important thing you can do. This is a very confusing and scary time. The person you care about needs a lot of support to be able to do what needs to be done. This does not mean you have to give up your life for the person. It does mean not getting frustrated when the person doesn't do what you think should be done. It means helping to identify individual strengths. It means being nonjudgmental. If the person goes in and out of the relationship several times (and probably will), avoid telling them it's wrong, crazy, or stupid. (Who would you sound like if you did this?) Just let the person know you are there for him/her. Remain very concerned about their self-respect and their safety. Being supportive also means being a good listener. Learn good listening skills.

**Let the person make the decision when to leave.**

This is very important. If you start dictating to the person you care about what they should be doing and when, you are as controlling as the abuser and not helping the person you care about build his/her own strengths and resources. The most dangerous time for someone in an abusive relationship is when the person tries to leave or has left. Leaving can be almost as terrifying as the abusive relationship. Remember, you can minimize the danger with a safety plan but you cannot guarantee safety. You must be sensitive to this. As mentioned earlier, it is not uncommon for someone to return several times to the abusive partner. With your true and continued support, and the support of others, hopefully, the person will gather the strength needed to get out of the relationship permanently

**Ask the person what is going on and give him/her information.**

Many times people don't realize they are in an abusive situation or potentially abusive situation due to lack of knowledge. Share with them the signs of abuse and the types of abuse. Learn about local resources (ask a teacher or counselor) and give them to the person you are concerned about. Let them know that the situation will get worse.

**Encourage the person to tell.**

The victim and you need to find a trusted adult who can help. This could be your parents, her parents, a teacher, school counselor, or a counselor at a local women's resource center. You both need support. This can be very scary and frustrating for both the victim and you.

**Understand that a victim of abuse may be having feelings of low self-esteem or self-worth.**

Assure them they can do things to help themselves feel better, such as talk to a counselor.



**Help develop a safety plan.**

This can be just about anything and depends on the situation and available resources.

The plan can be as simple as walking the person home from school or trying to make sure as far as possible that the victim is not alone when in public. It may involve enlisting the support of friends/neighbors. It can also involve what the person can do if they are with the abuser and in danger. (Carry a phone, tell someone where they are going.)





**What You Can Do, Continued**

Name: \_\_\_\_\_

*Part Two, Continued: Listed below are several descriptions of abusive relationships. Review your assigned scenario as a group and indicate how your group would respond to each situation using the information you learned from “Things You Can Do to Help Someone in an Abusive Relationship”* When you are done, respond to the scenario that will appear in the Film Festival documentary, *Minding the Gap*. Be prepared to share your ideas with the class.

**Scenario 1:** You have broken up with your significant other. Your ex is so jealous that they are harassing all the people you try to date.

**Scenario 2:** Your sister’s romantic partner has started telling her what to do and is threatening to break up with her if she goes out with her friends.

**Scenario 3:** Your best friend calls their partner various negative names. They brag about forcing their partner to have sex and “slapping them around to keep them in line.”

Scenario # \_\_\_\_\_: How would use the information you learned from “Things You Can Do to Help Someone In An Abusive Relationship” to address the situation posed in the scenario you chose?

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**Minding the Gap Scenario:** Zack and Nina fight frequently. When coming over to hang out with them one night, you overhear Nina tell Zach that she is going to kill him. When you talk to Nina later, she indicates that Zach physically abused her which prompted her to threaten Zach. You are aware they have had issues in their relationship for a while, but you are now worried the violence in their relationship is going to escalate. How can you use the information you learned from “Things You Can Do to Help Someone in an Abusive Relationship” to address the situation?

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## Teacher Background for Extended Media Literacy: Documentary Analysis & Making your own Documentary

### Teacher Resources

-*Minding the Gap* Documentary Analysis handout (2 pages)

⇒ **TEACHERS!** This is a two-part activity. Both parts are designed to be done after the film festival screening, but [Part Two](#) could be done before viewing the festival 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.

### Directions

**Part One:** *After the screening*, ask students 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.

**Part Two:** Ask students to develop their ideas for their own documentary. As an extension activity, students can develop their ideas into an actual film, and submit it to The Milwaukee Film Festival.

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**Minding the Gap Documentary Analysis**

Name: \_\_\_\_\_

**Part One:** Director Bing Liu's documentary was created through storytelling devices, planning, and editing, just as how a fiction film would have been made. After viewing his film, define storytelling, B-roll footage, archival footage, and other narrative devices. Analyze the choices the filmmaker made to tell the story and convey their message.

What's the Story?	
What does Liu want the audience to see and understand about his film's subjects and their experience(s)?	
What is interesting/unique about his subjects and their experience?	
What events does the filmmaker choose to show/focus on?	
What past events from his subject's lives does the filmmaker choose to include?	
Who are the Characters?	
Aside from Bing, what other characters are important to tell this story?	
What role do these other characters have in the film? Comic relief? Testimony?	
What are the B-roll Images/Stock Footage?	
B-roll footage (things like objects, cityscapes, etc.) help create the atmosphere for a documentary. What sorts of objects or places does Liu utilize to give the viewer a sense of environment?	
What mood does the B-roll footage evoke?	
What sorts of archival or stock archival footage or stock footage (ex: news reports or other video footage) does Liu utilize in <i>Minding the Gap</i> to help tell his story?	
What mood does the archival/stock footage evoke?	



**Making your own Documentary**

**Name:** \_\_\_\_\_

***Part Two:** A film “treatment” is a short explanation of your film’s story, characters, and major events. Imagine you are creating a documentary about a topic or an individual you know very well and create a treatment for your envisioned film using the following questions as your guide.*

What is my Documentary’s Narrative?	
What do you want your audience to see/understand about the subject of your documentary? (Your subject can be a person’s life or a topic)	
What is interesting about the subject?	
What events do you want to show?	
What past events do you want this person to discuss/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?	
What B-roll footage will you need (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?	

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<p>Archival footage or stock footage are things like news reports or other video footage of the subject that filmmakers use to help tell their story. What sorts of archival footage or stock footage could you use in your documentary film?</p>	
<p>What mood do you want your archival/stock footage to evoke?</p>	

**EXTENSION ACTIVITY:** Develop your treatment into an actual film and submit it to the Milwaukee Film Festival. More information can be found at: <http://mkefilm.org>



## Teacher Background for Bing Liu Interview

### Teacher Resources

- Computer, internet, projector/screen or smartboard
- Link to Bing Liu interview (see Directions)
- Activity handout for Bing Liu Interview

⇒ **TEACHERS!** In this activity, students will view an interview with Bing Liu, director of *Minding the Gap*. Students will be able to engage in a deeper analysis of the film if they complete this activity after the Education Screening. Students will gain understanding of the filmmaking process and consider the sorts of questions posed in artist panels/post-screening Q&A's/Milwaukee Film's Reel Talks.

### Directions

1. As a class, watch the 26-minute interview with director Bing Liu: <https://www.youtube.com/watch?v=haHupXJrkto>. Students should take notes as they watch the interview.
2. After the interview, engage in a class discussion of the questions provided at the end of the activity sheet.

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**Bing Liu Interview**

**Name:** \_\_\_\_\_

While watching the interview with the director of *Minding the Gap*, Bing Liu, (<https://www.youtube.com/watch?v=haHupXJrkto>), take notes on the film and the filmmaking process. After engaging in a class discussion, respond to the questions provided at the end of the page.

Take at least five (5) notes on the film or the filmmaking process

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_
- 3) \_\_\_\_\_  
\_\_\_\_\_
- 4) \_\_\_\_\_  
\_\_\_\_\_
- 5) \_\_\_\_\_  
\_\_\_\_\_

- 1. What did you learn about the filmmaking process after watching the interview?
- 2. What additional insight about the film have you gained after watching the interview?
- 3. What would you want to ask the director after watching the film? Why? Explain.

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## 2018 ESSAY CONTEST

For a fourth year, Milwaukee Film is hosting an Essay Contest in conjunction with our Education Screenings. A judging panel will select the best essay and a runner-up from essays submitted in response to each screening's standard, provided essay prompt. Winners and runners-up will receive an award in the form of a certificate and a gift card to a local bookstore. Submissions will be read anonymously, with name and school information removed from each essay prior to distribution to judges. Judges will assess each essay using a rubric informed by the Common Core State Standards for writing appropriate to the grade band into which the writing falls.

### Submission Details:

- You may elect to send all of your students' work or just a selection.
- For each submission, attach a completed and signed release slip (a set of these forms is attached).
- Mail all submissions to:

Milwaukee Film attn: Essay Contest  
1037 W. McKinley Ave, Suite 200  
Milwaukee, WI 53205

- **Submissions must be postmarked by December 21, 2018**
- Teachers of winning entries will be notified by February 1<sup>st</sup>, 2019 and we will coordinate a date/time to present the award to the student. Due to anticipated volume, we unfortunately cannot inform all submissions' teachers.

### Essay Prompt—Grades 9-12:

Titles can have a multitude of interpretations. In your opinion, why did Bing Liu choose *Minding the Gap* for the title of his film? Provide at least three examples from the film to illustrate your claim. You are welcome to include experiences from your own life that develop and support your interpretation.

Essays should be a minimum of five paragraphs.

⇒ **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 where we can find the expression "minding the gap," and gather initial thoughts and interpretations from the class. You may also wish to discuss the word "gap" and its social and cultural implications. 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 2018 Essay Contest. Please type or print legibly.*

**Student Full Name** \_\_\_\_\_

**Teacher Full Name** \_\_\_\_\_

**Teacher Email** \_\_\_\_\_

**Teacher Phone Number** \_\_\_\_\_

**School Name** \_\_\_\_\_

*I hereby authorize the above named child's writing to be submitted for consideration in the Milwaukee Film 2018 Essay Contest:*

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent/Guardian Full Name (printed)** \_\_\_\_\_

**MILWAUKEE FILM ESSAY CONTEST RELEASE FORM**

*Include a completed copy of this slip with each submission for the 2018 Essay Contest. Please type or print legibly.*

**Student Full Name** \_\_\_\_\_

**Teacher Full Name** \_\_\_\_\_

**Teacher Email** \_\_\_\_\_

**Teacher Phone Number** \_\_\_\_\_

**School Name** \_\_\_\_\_

*I hereby authorize the above named child's writing to be submitted for consideration in the Milwaukee Film 2018 Essay Contest:*

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent/Guardian Full Name (printed)** \_\_\_\_\_

