



MILWAUKEE FILM
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SEPT. 28 - OCT. 12, 2017

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***Mune: Guardian of the Moon* 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 *Mune: Guardian of the Moon*. Your cooperation ensures that we are able to continue applying for funding to bring in these films and offer them to you (and literally thousands of students) at such a low cost.

This packet includes several suggestions of activities and discussion questions that fulfill a variety of Common Core Standards. Let us know if you need a different file format! Feel free to adapt and modify the activities for your own classroom. Students could also simply journal, blog, or write about their experience.

You can send evidence of the work you did to integrate the film into your classroom electronically or by mail. This could include: links to online content, Google Drive folders, scanned material, photocopied or original student work concerning the film/film-going experience or even your own anecdotal, narrative accounts. **We should receive this evidence of your integration of the film into your classroom by December 31, 2017.** 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 1, 2017 for consideration. A panel of judges will select the best essay and a runner-up in each grade range to receive a bookstore gift certificate as a prize. See the Essay Contest handout in this packet for more details.

Send student work or evidence via email to marielle@mkefilm.org or by mail to:

Milwaukee Film
Attn: Marielle Allschwang, Education Programs Coordinator
229 E Wisconsin Ave, Suite 200
Milwaukee, WI 53202

All screenings of *Mune: Guardian of the Moon* with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards for Speaking and Listening: SL.4.1-4, SL.4.6; SL.5.1-4, SL.5.6, SL.6.1-4, SL.6.6

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

Cara Ogburn
Programming & Education Director, Milwaukee Film



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***Mune: Guardian of the Moon* Curriculum Packet Contents**

Mune: Guardian of the Moon provides teachers and students an opportunity to explore a variety of issues surrounding mythology, astronomy, strength, and mindfulness. The following activities are designed to connect students' experiences viewing *Mune: Guardian of the Moon* to other relevant events, texts, and themes while employing high order thinking.

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

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

Pre-Screening Activity (MUNE): The Story of The Guardian of the Moon

English Language Arts

Get ready for your field trip to the Milwaukee Film Education Screening of MUNE: GUARDIAN OF THE MOON by building background knowledge. Students will visit the film's event website and watch the trailer in order to familiarize themselves with the film's topic, genre, and concept. Students will engage in critical media literacy skills prior to seeing the film, build excitement for seeing the film, and prepare for being active thinkers and viewers during the screening.

Common Core Standards: RL4.1-2, RL5.1-2, RL6.1-2, RI4.1, RI4.4, RI4.7, RI5.1, RI5.4, RI5.7, RI6.1, RI6.4, RI6.7, W4.2, W4.7, W5.2, W5.7, W6.2, W6.7, SL4.1-6, SL5.1-6, SL6.1-6

Creating Your Own Myth: Magic, Metamorphosis, and Meaning

English Language Arts/Social Studies

Students will discuss and recall the mythological features seen throughout the film *Mune*, in characters, setting, plotlines, and themes. Students will use their background knowledge of mythology and the film to define the elements of a myth. Students will then create their own myth, featuring a mythological character, who they also create.

Common Core Standards: RL4.1-4, RL4.7, RL4.9, RL5.1-7, RL6.1-4, RL6.6-7, W4.3-6, W4.9, W5.3-6, W5.9, W6.3-6, W6.9, SL4.1, SL4.3-6, SL5.1, SL5.3-6, SL6.1, SL6.3-6

Character Study: Everyday Heroes Don't Wear Capes

English Language Arts

Glim, the character made of wax, helps the two Guardians of the Sun and Moon in their adventures. Her character is complex and worth analyzing more deeply in terms of her own strengths and challenges. Students will have the opportunity to delve into her role by thinking about her characteristics, recognizing how they were exhibited in the film, and developing an opinion on how those characteristics ultimately made her a hero of the story.

Common Core Standards: RL4.1-4, RL4.7, RL4.9, RL5.1-4, RL5.7, RL5.9, RL6.1-4, RL6.7, RL6.9, W4.1, W4.7-9, W5.1, W5.7-9, W6.1, W6.7-9, SL4.1-6, SL5.1-6, SL6.1-6





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Origin Stories and Mythologies: Tales of the Sun and Moon

Social Studies/English Language Arts

The sun and moon were brought the world and need caretakers, guardians, to ensure their maintenance, and natural balance of the world. In this activity, students will learn more about what an origin story is (often called a “pourquoi” story), read other origin stories from around the world, with the option to write their very own!

Common Core Standards: RL4.1-4, RL4.6-7, RL4.9, RL5.1-4, RL5.6-7, RL4.9, RL6.1-4, RL6.6-7, RL4.9, W4.3-9, W5.3-9, W6.3-9, SL4.1-4, SL4.6, SL5.1-4, SL5.6, SL6.1-4, SL6.6

Calming Our Bodies and Minds: “Enough With The Nightmares! Let’s Have Some Dreams!”

Guidance/Science/English Language Arts

Mune had special powers to calm others’ minds and quiet their nightmares into dreams with his magical dust. This became an important problem-solving strategy Mune used in order to restore order to the moon. In this activity, students will relate these ideas to their own busy lives, identifying everyday stresses and learning how to balance them with strategies such as mindfulness. They can try a free guided meditation and reflect on their experience.

Common Core Standards: RL4.1-3, RL5.1-3, RL6.1-3, W4.3, W5.3, W6.3, SL4.1-6, SL5.1-6, SL6.1-6



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Pre-Screening Activity: The Story of The Guardian of the Moon

English Language Arts

Teacher Resources

-MUNE Event Website: <http://bit.ly/2vFe765>

- MUNE Official Film Trailer: <https://www.youtube.com/watch?v=X-YuxDO08pU>

⇒ TEACHERS!

This activity is intended to be done prior to attending the Education Screening of *Mune: Guardian of the Moon*. This pre-film activity introduces the concept of the film to students via the film's official website. Engaging students in a discussion of the film before seeing the entire feature allows students to gain familiarity with the film, understand the concept of the film, recognize story elements such as character and problem, make predictions, and raise their engagement level as active thinkers while viewing the film.

Directions

1. Lead a discussion to get your students ready to make the most of your visit to the 2017 Milwaukee Film Festival Education Screenings by actively thinking about storytelling on film, specifically using the feature film you'll be seeing, *Mune: Guardian of the Moon*. Gather students together, and guide the discussion:
 - a. Explain to students that they will be attending an Education Screening at the 2017 Milwaukee Film Festival, a field trip to the movies! Activate background knowledge and connections regarding the festival, film festivals in general, seeing a movie in a theater, or watching movies.
 - b. Share that this is a unique opportunity to see films from all over the world that normally are not screened at big movie theaters. The film they'll be seeing is from France. Locate France on a map and allow students to share background knowledge.
 - c. "The name of the film you will be seeing is *Mune: Guardian of the Moon* (pronounce Mune as "myoon"). "Since this is the title of the film, what do you think this film will be about?" Briefly discuss.
 - d. "Mune is the name of one of the main characters in the film. He is a faun, a fantasy creature, who unexpectedly gains the huge responsibility to be the new Guardian of the Moon. Let's find out more about what this film is about."
 - e. Share the film's event website and project it so all students can see it: <http://bit.ly/2vFe765>. Share the synopsis. Explain that a *synopsis* is a brief summary of a film's storyline. Read aloud the synopsis and give students time to turn and talk about their thoughts:

"As legend has it, the first Guardian of the Sun threw a harpoon into the cosmos and roped the sun to bring light and warmth to all of humanity. Then the Guardian of the Moon lured the moon to the Land of Darkness to provide a balance to the sun and supply the world with dreams. At a momentous ceremony to appoint the two new guardians, the title Guardian of the Moon is bestowed on the waif-like Mune, a small and frightened forest faun who seems wholly unprepared to take on such a weighty responsibility. This news excites Necross, the nefarious ruler of the Underworld, a corrupted ex-guardian who decides to take advantage of Mune's weakness and steal back the sun for himself. Now it is up to unlikely hero Mune





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and his friend Glim -- a headstrong young girl with wax for skin -- to save the sun and restore order to the world."

2. Sharing the Film Trailer

- a. "Now that we know a few details about the film, we are going to find out even more to get us ready to see the film. A film trailer is like a short commercial that helps us preview a film. Its purpose is to give us some important information and to tempt us to want to see the film." Ask students if they've seen trailers before. They will have most commonly seen them on television for upcoming feature films or as previews before other films they have seen in the theater.
- b. "A trailer often shares the big problem characters face in a film's storyline, and we'll only know how the problem resolves if we see the film. It also gets our minds making predictions about the whole film."
- c. Set your purpose for viewing the trailer: "Let's watch the trailer together and see if we can identify the big problem that drives the film's storyline." Watch the trailer once through (see link at the top of this activity).
- d. Have students turn and talk to each other about what they think the problem of the film's story may be, then share out some ideas together. (Problem: Mune needs to restore the moon to its natural balance and help recapture the sun from Necross in the Underworld.) Once the problem has been established, explore the questions: "Why do you think this is a problem? Why do the sun and moon need to be saved and restored? What will happen if they are not put back into balance?"
- e. Take the time to identify characters shown in the trailer and write them where all students will be able to see them for the last part of the activity. Specific names aren't necessary, as most are not introduced. Some characters to include:
 - Mune
 - Glim
 - Sohone
 - Necross

3. Making Predictions

- a. "Now that we have some information about the film: its problem, characters, and setting, our minds are already wondering more about the film's storyline and resolution. Doing thinking about the film before we see it, helps us rev up our minds to get ready to notice all the details and story elements we haven't viewed yet. In the meantime, we will all be thinking about how all of the film's story elements are connected, and especially about if and how the problem will be resolved."
- b. Set students up in partners, small groups, or individually to make predictions about the film. They will be responsible for discussing their predictions regarding problem/resolution, characters, or other details they feel will come into play. Using what they have already learned and discussed, students may write, sketch, or storyboard (comics panels) their predictions. Before you give students time for this work, play the trailer once again for them, so they can continue to familiarize themselves with the story.
- c. Students take time to work to record their predictions in the style of their/your choosing.
- d. Come back together as a group to discuss students' predictions and hold onto that work until after you have seen the film. Revisit them to see how much the film trailer and synopsis helped them make predictions.





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Creating Your Own Myth: Magic, Metamorphosis, and Meaning

English Language Arts/Social Studies

Teacher Resources

-Activity Sheet 1: "Element, Explanation, Example". Use this to take notes with your class on the ten elements found in a myth. The first one is already featured on the sheet as a guide. The rest can be found in Step 2 of the directions below.

-Activity Sheet 2: "Creating Your Own Myth". Students should use this pre-writing planning sheet to outline their created myth.

⇒ TEACHERS!

This activity is inspired by the mythology that drives the narrative of the film *Mune: Guardian of the Moon*. Students were introduced to several characters and creatures from an imagined mythology. Their flaws and strengths, contextualized within the storyline, drove the narrative in the film. The myth of guardians of the sun and moon who balance day and night, provides nature's balance and daily reliability for the characters in the film. When the new guardians begin their jobs with failure, they face the challenge to restore that balance. Cultural mythologies are stories ages old, likely created and shared to explain the universe or natural phenomena, to teach a lesson, or to express a societal value. In this activity, students will be creating their own mythological characters and using them in a starring role in a myth they create.

Directions

1. Hold a discussion as a whole group about the film, and specifically focus on the mythological elements found throughout the film. Some discussion points may include:
 - Characters: Sohone (new Guardian of The Sun), Mune (new Guardian of The Moon), Glim (smart, vulnerable, strong, made of wax), Necross (old Guardian of the Sun, now in the Underworld), Leeyoon (candidate to be new Guardian of The Moon but passed over)
 - Setting: imagined world (with Earth-like features)
 - Magic: dream dust, energy transfer, transformations
 - Plotlines: New Guardians of the Sun and Moon must regain the natural balance of their charges
2. Together, discuss and learn the elements that make a myth, setting it apart from other traditional story genres. Have students volunteer their ideas on story elements based on their knowledge of mythology and from what they saw in the film. By the end of this discussion and learning, students should know and understand these ten elements of a myth. Each is followed by a brief explanation, and in italics is an example from the film. It may help to ask your students to take notes on "Activity Sheet 1: "Element, Explanation, Example" for engagement and future reference purposes.
 - a. **Unknown Author:** Orally passed down through generations, myths' originating author is either untraceable or not a single source. (*No original author, although this particular film's mythology is imagined by their creative team.*)





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- b. **Narrator:** Myths are typically told in the third person narrative, a point of view and voice outside characterization within the story itself. (*Film begins with narrator, then characters drive the storyline.*)
 - c. **Characters are supernatural or super human beings:** Often represented as gods and goddesses or characters with special and magical powers. (*Sohone, Mune, Glim, any character from this film*)
 - d. **Characters have human emotions:** These can be expressed as jealousy, mourning, anger, etc. (*Necross's anger with losing power, Mune's sadness when Glim melts*)
 - e. **Characters may disguise themselves in other forms:** Some turn into humans, animals, or other objects. (*Glim wax hardens, Necross as a lava monster*)
 - f. **Setting:** The setting is usually culturally relevant, set within the culture's countries or regions (*This is an imagined world, but reliant on the sun and the moon for survival*)
 - g. **Plot's Purpose:** A myth is told to explain the universe or natural phenomena, to understand human behavior, to teach a lesson, or to express a societal value. (*True heroes are flawed and learn from their mistakes, we are all responsible for the world around us, when you face your fears you discover your strengths and skills, team-based goals surpass narcissistic intentions*)
 - h. **Regular Storyline:** Myths follow typical storylines with a conflict and resolution contained within it. (*The new Guardians of the Sun and Moon have lost control of their charges and must work to restore their natural balance*)
 - i. **Magic:** Supernatural abilities, events, and powers help myths transcend the everyday human experience. (*Mune's dream dust, Sohone's strength, Phospho's transfer of energy*)
 - j. **Metamorphosis:** A character turns into something else, for better or for worse. (*Necross's original form is restored at the end, retired guardians turn to flowers or statues*)
3. Share activity with students. They will use their notes and knowledge of mythology to create their own mythological character who will star in a myth, which students will create. Give each student a copy of "Activity Sheet 2: Creating Your Own Myth" for prewriting and planning purposes. Once ideas are approved, they may write their myths. Follow the writing process through publication for a polished project.
 4. When myths are published, have students share their myths with each other, discussing the elements of mythology found in each one.





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NAME: _____

Activity Sheet 1: Element, Explanation, Example

Myth Element	Explanation	Example from <i>Mune</i>
Unknown author	Orally passed down for many generations, cannot trace back to a single source	No original author is known for the myth of guardians of the sun and the moon.



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NAME: _____

Activity Sheet 2: Creating Your Own Myth

Use this page as part of your prewriting process to plan your invented mythological character and to outline your myth.

- 1. Unknown Author:** You get to break the rules on this one! YOU are the author!
- 2. Narrator:** Third Person Narrative
- 3. Your Mythological Character (Name, Description):**
- 4. Your character's human emotions:**
- 5. Your character's disguise:**
- 6. Setting:**
- 7. Plot's Purpose:**
- 8. Regular Storyline (Conflict and Resolution):**
- 9. Magic:**
- 10. Metamorphosis:**





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Character Study: Everyday Heroes Don't Wear Capes

English Language Arts

Teacher Resources

- Article for teacher reference (interview with the directors of the film on flawed heroes and female characters taking charge): <https://www.themarysue.com/mune-interview>
- Character Study: Everyday Heroes Don't Wear Capes Activity Sheet
- Recommended Mentor Texts: *I Dissent* by Debbie Levy, *Emmanuel's Dream* by Laurie Ann Thompson, *Drum Dream Girl* by Margarita Engle, *Malala: Activist for Girls' Education* by Raphaelle Frier, *Women in Science: 50 Fearless Pioneers Who Changed The World* by Rachel Ignotofsky, *The William Hoy Story: How A Deaf Baseball Player Changed The Game* by Nancy Churnin, *Radiant Child* by Javaka Steptoe, *Six Dots: The Story of Young Louis Braille* by Jen Bryant, *Thank You, Mr. Falker* by Patricia Polacco

⇒ TEACHERS!

This activity is inspired by the role of Glim, the character made of wax helping the two Guardians of the Sun and Moon in their adventures. The complexity of her character is worth studying and discussing more deeply in terms of her own strengths and challenges. Students will have the opportunity to analyze her character by thinking about her characteristics, recognizing how they were exhibited in the film, and developing an opinion on how those characteristics ultimately made her a hero of the story.

Directions

1. Gather students together to discuss the film *Mune: Guardian of the Moon*. Students should remember and discuss characters, setting, and plotlines to refresh everyone's memories of the film.
2. Tell students that today they will be taking a closer look at one of the film's main characters, Glim. Hold a discussion, and have students turn and talk, touching on the following points (be sure to have some students share out):
 - a. What was your impression of Glim?
 - b. How did the film portray Glim's character?
 - c. How were you affected by Glim's actions, words, and choices?
3. Explain the inquiry for today: "The filmmakers deliberately cast Glim in a heroic role. She was not a perfect 'person', however. She had strengths and skills she utilized to succeed, but she had some challenges to deal with, as well. The question we are going to consider today is: *Is Glim a hero?*"
4. Ask students how they would describe Glim (adjectives, characteristics). Jot these ideas down where all students will be able to access the list for reference in the next steps. Elicit a mix of responses, prompting them with recognizing her strengths and her challenges. Be sure to include ideas such as the following for their consideration:
 - a. Smart
 - b. Curious
 - c. Brave/Courageous
 - d. Vulnerable (made of wax)





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- e. Positive
 - f. Strong
 - g. Resilient
 - h. Sensitive
 - i. Altruistic
 - j. Determined/Driven
 - k. Reliant (on balance of nature, to survive)
5. Next, have students form small groups (3-4 students) for discussion and reflection on Glim's characteristics. To guide discussions, give each student a copy of the accompanying form to jot notes and thoughts to bring back to the larger group to share. Students will choose a few characteristics brainstormed by the class, identify evidence in the film that supports that, and discuss whether they believe this characteristic is a STRENGTH or a CHALLENGE.
- Please note:** There are no correct or incorrect categorizations of each characteristic. Each student is entitled to their own thoughts on the topic, and may or may not agree with others. The group does NOT need to come to a consensus on this. Differing opinions, backed by evidence from the film, provide a far richer discussion for this activity. Share this thought before sending students off to discuss.
6. Return to the whole group ready to discuss:
- a. Who was able to identify characteristics you believe are strengths?
 - b. Who was able to identify characteristics you believe are challenges?
 - c. Who thought some characteristics fell into both categories?
 - d. Who respectfully disagreed with others in their group?
7. Elicit discussion on specific characteristics as strengths or challenges or both.
8. Circle back around the question leading the inquiry: *Is Glim a hero?* And further prompt with *Can she be a hero if she has challenges to overcome?* Beyond group discussion, ways students can respond to this with their own thinking:
- a. Write thoughts in a readers/writers notebook
 - b. Record a (selfie) video using the technology of your choice and availability
 - c. Do a mini debate with partners in which one defends Glim's hero status and the other challenges it
 - d. Allow students to compare/contrast Glim with a character from literature or pop culture regarded as a hero (or anti-hero)
9. EXTENSION: Using a similar framework, ask students to explore other examples of real-life personalities who have overcome challenges, and used those challenges as a way to achieve success in their own lives, often affecting the lives of others. Consider having students read short biographies online (Biography.com), picture book mentor texts, or an encyclopedic resource for a study on that choice person. Some ideas to get you started:
- a. Wilma Rudolph: <https://www.biography.com/people/wilma-rudolph-9466552>
 - b. Temple Grandin: <https://www.biography.com/people/temple-grandin-38062>
 - c. Ray Charles: <https://www.biography.com/people/ray-charles-9245001>
 - d. Picture Books: (See above list of mentor text resources)





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NAME: _____

Character Study: Everyday Heroes Don't Wear Capes
ACTIVITY SHEET
Inquiry: Is Glim a hero?

<u>Characteristic</u>	<u>Evidence from the film MUNE</u>	<u>STRENGTH or CHALLENGE? Why?</u>



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Origin Stories and Mythologies: Tales of the Sun and Moon

Social Studies/English Language Arts

Teacher Resources

- Stanford Solar Center Website (mythology texts): <http://solar-center.stanford.edu/folklore>
- "Why There Is Day and Night" text: <http://solar-center.stanford.edu/folklore/day-night.html>
- Recommended Mentor Texts: *Moon Mother* by Ed Young, *Coyote and The Sky: How The Sun, Moon, and Stars Began* by Emmett Garcia, *How Raven Stole The Sun* by Maria Williams, *Arrow To The Sun* by Gerald McDermott

⇒ TEACHERS!

This activity is inspired by the origin story of the sun and moon in the film *Mune: Guardian of the Moon*. The narration at the beginning of the film sets the foundation for the storyline, that the sun and moon were brought to the world and need caretakers, guardians, to ensure their maintenance, and natural balance of the world. In this activity, students will learn more about what an origin story is (often called a "pourquoi" story), read other origin stories from around the world, with the option to write their very own!

Directions

1. Gather students together to discuss the film *Mune: Guardian of the Moon*. Students should remember and discuss characters, setting, and plotlines to refresh everyone's memories of the film.
2. Tell students that today they will be doing an activity to explore stories about the sun and the moon from other cultures.
3. Explain that the type of story told in *Mune: Guardian of the Moon* is called mythology. *Mune: Guardian of the Moon* begins with a specific type of mythology called an origin story, or what some call a pourquoi (por-kwa) story. Pourquoi means "why" in French. Provide definitions:
 - a. Myths are "a traditional or legendary story...and explains some practice, rite, or phenomenon of nature." (Source: dictionary.com)
 - b. Origin/Pourquoi Stories are "old legends told to explain why certain events happened. These tales often start in the past...and end when the explanation is complete. Pourquoi tales are most often concerned with animals and the natural world." (Source: Scholastic.com/teachers)
4. Share that *Mune: Guardian of the Moon's* origin story is an imaginary one created by the filmmakers, however many cultures, countries, and religious groups all over the world have origin stories about the sun and the moon as part of their traditional storytelling. Many of these stories were created very long ago as people attempted to understand their world. To people at the time of the stories' creations, they were their truths. As peoples' scientific knowledge of the natural world grew, our understanding of the sun and moon has grown, too.
5. Ask students questions as discussion starters:
 - a. Why do you think people created stories about the sun and the moon?





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- b. What did people understand about the sun and the moon that helped them to create stories that made sense to them and explained their world to them?
 - c. In *Mune: Guardian of the Moon*, what parts of the story about the sun are true? What parts of the story about the moon are true? (Think: night/day, seasons, balance in nature, living things reliance on the sun). Which parts are not true or invented?
6. Share: "In *Mune: Guardian of the Moon*, we learned at the beginning of the film from the narrator that there was no light in the world until a super strong man brought the sun down and became the Guardian of the Sun. The Guardian of the Moon brought the moon from the land of dreams. That is how balance was created in the world. Today, we are going to read an origin story from another culture to see how they believe the sun and moon came to be part of our world."
7. Project the story "Why There Is Day and Night" or pass out copies to each student to read and/or annotate (see accompanying sheet). Explain that this story comes from Native American mythologies, with variations of the story appearing across tribes.
 - a. Ask students to notice how people explained the origin of day and night as they read
 - b. Read story aloud to students
 - c. Have students turn and retell the main parts of the story to a partner
 - d. Discuss together
8. EXTENSION 1: Have students partner up to read another origin story about the sun and moon, or day and night. Students may share out to the whole group (story, thinking). Ensure students are able to locate on a map or within context where the story originates. Here are some resources to get you started finding some origin stories:
 - a. <http://solar-center.stanford.edu/folklore/>
 - b. <http://listverse.com/2013/12/20/10-mythological-origins-of-day-and-night/>
 - c. <http://www.native-languages.org/legends-sun.htm>
 - d. <http://www.native-languages.org/legends-moon.htm>
9. EXTENSION 2: After reading an origin story together and exploring some others, have students write their own sun or moon origin story. This does not need to reflect a particular culture, country, or religion. What would their creative explanation be for the sun and/or the moon coming into our world? What is their take on why there is day and night?





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Origin Stories and Mythologies: Tales of the Sun and Moon

Before there were people, there were only the animals and the birds. And in those days, the day and the night were exactly the same. One time, when Rabbit was going along, he began to think about the days and the nights and how they were alike and how there wasn't enough light. And then, in a loud voice, he said, "There is not enough light. I can not see where I'm going. I need more light."

Just then, Rabbit heard a voice, and it said, "There is plenty of light." Rabbit could not see who was talking and so he called out "Who is there, who is speaking to me?" "It is I. It is Owl. And I say there is enough light in the world." Then Rabbit said, "Well I say there is not enough light, and I will call the animals together. We will have a council. And I will ask them. I will ask them if they think there is enough light and they will agree with me and then you will know that there is not enough light in the world." But then Owl said, "I will invite all the birds of the air. We will join in the council and then you will see that the birds will agree with me and then you will note that there is enough light in the world."

Well, all the animals and all the birds came together and they all sat around in a great circle and waited for Rabbit and Owl to speak. Rabbit stepped forward and said "There is not enough light in the world. We need more light." Then Owl stepped forward and then he said, "There is too much light. We do not need more light."

Well, with that, all the animals and birds began to talk to one another. Bear said that there was way too much light, that he liked to sleep in the dark and, if there were more light, it would interrupt his rest. Some of the birds said that they wanted more light so that they could see to gather twigs for their nests. Raccoon said that he agreed with Owl. Raccoon did not want light. Frog said that there was enough light, and that he couldn't sing well when there was too much light. Then Buffalo said that, with so little light, he couldn't find enough grass and that he was often hungry. Then all of the animals and birds began to talk at once. Some of them agreed with Owl and some of them agreed with Rabbit.

Finally, Rabbit and Owl decided that they would settle the argument by seeing which of them had the strongest medicine. And whoever had the greatest power, well, that person would have his way. So Owl began to say "Night, night, night, night." And then Rabbit spoke faster, "Light, light, light, light." And then Owl spoke even faster, "Night, night, night, night." Rabbit's friends warned him, "Rabbit, do not say Owl's word, or it will be night all the time." And Owls' friends warned him, "Owl, be careful. Do not say Rabbit's word or there will be light all the time."

Owl was saying "Night, night, night, night, night, night, night, night..." when he heard his friends say the word "light". And he accidentally said, "Night, night, night, night, light ... oh, oh," said Owl. But it was too late, he had already said the word "light".

And so it was that Rabbit won. And since that time, the day has had lots of light. But because some of the animals could not hunt or sleep with so much light, Rabbit declared that part of the time would be night after all. And that is why, in these days, we have both day and night.

Source: <http://solar-center.stanford.edu/folklore/day-night.html>

Retold by Lynn Moroney





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EDUCATION SCREENINGS

Calming Our Bodies and Minds: "Enough With The Nightmares! Let's Have Some Dreams!"

Guidance/Science/English Language Arts

Teacher Resources

- UCLA Mindful Awareness Research Center: <http://marc.ucla.edu/mindful-meditations>

- Recommended Mentor Texts: *I Am Peace: A Book of Mindfulness* by Susan Verde, *I Am Yoga* by Susan Verde, *The Sound of Silence* by Katrina Goldsaito, *Zen Shorts* by Jon Muth,

⇒ **TEACHERS!** This activity is inspired by Mune's special powers to calm others' minds and quiet their nightmares into dreams with his magical dust in the film *Mune: Guardian of the Moon*. Helping to put others' minds and bodies at ease eventually becomes a problem-solving strategy Mune uses in order to restore order to the moon. In this activity, students will relate these ideas to their own busy lives, identifying everyday stresses in their lives and how to balance them with strategies they will brainstorm together. Students will learn about mindfulness, have the chance to try a free guided meditation, and reflect on their experience.

Directions

1. Gather students together to discuss the film *Mune: Guardian of the Moon*. Students should remember and discuss characters, setting, and plotlines to refresh everyone's memories of the film.
2. Tell students that today they will be doing an activity inspired by Mune's special powers to calm others' minds and quiet their nightmares into dreams with his magical dust. Remind them of the scene at the beginning of the film in which he sprinkles dust over a sleeping little faun during a nightmare, to calm him into a dream. See if they can recall other scenes in which Mune uses his dust:
 - a. When the Temple of the Moon (horse-like creature) is getting away, Mune jumps on it and calms him to a standstill by sprinkling his dust
 - b. Mune uses his dust to put Necross (Underworld lava monster) into the dream world, says he is taking a nap
3. Share: Mune learns throughout the course of the film that his special powers to calm anxious characters and stressful situations help to resolve problems and are helpful to others. Like Mune, we all face stress and anxiety in our lives at times, and while we don't have magical dust to combat it, there are important and real things we can do when we need to feel calm and peaceful.
4. Let's explore the question: *What can we do to calm our bodies and minds when we are stressed or anxious?*
5. As a class, or individually, have students brainstorm (share aloud or write) situations or things that can cause stress or anxiety in their lives. Examples might include:
 - a. Getting good grades
 - b. Homework
 - c. Performance on sports teams and activities
 - d. Time management
 - e. Friendships
 - f. Relationships with family
 - g. Worries about their community or country

Note: Sharing examples from your own life will encourage students to share. It is important to ensure this is a safe environment for students to share ideas that may be very personal to them. Use your own discretion to lead this activity.





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6. Ask students to choose an idea from the brainstormed list, or one from their own thoughts, that applies directly to them, to consider. Have them think of strategies they use to calm their bodies and/or minds in that stressful/anxious situation, or about overall strategies they use to find calm. Examples may include:
 - a. Deep breathing
 - b. Go for a walk
 - c. Read
 - d. Listen to music
 - e. Making art
 - f. Talk to a friend
 - g. Exercise
 - h. Think positive thoughts
 - i. Aromatherapy
 - j. Play a game
 - k. Meditation
7. Share: Another way to find a few moments of calm and peace in our day is to practice mindfulness. According to *Psychology Today*: "Mindfulness is a state of active, open attention on the present. When you're mindful, you carefully observe your thoughts and feelings without judging them good or bad. Instead of letting your life pass you by, mindfulness means living in the moment and awakening to your current experience, rather than dwelling on the past or anticipating the future." Mindful practices can be simple and only take a few minutes to have positive effects (belly breaths, closing our eyes, taking a short walk).
8. Some people use guided meditation during their day when they want to find a calm moment and take a break from their busy schedules. Today, we will be trying a short guided meditation to experience its benefits and reflect on how it makes us feel.
9. Prepare the whole class to find a comfortable spot, turn off the lights, and get ready to begin. Use a short guided meditation (available in English and Spanish) from the UCLA Mindful Awareness Research Center: <http://marc.ucla.edu/mindful-meditations> or another resource you prefer. Many websites and apps now offer free use for classrooms. See the following resources to learn more:
 - a. Calm: <https://www.calm.com/schools>
 - b. Smiling Mind: <http://smilingmind.com.au>
 - c. Headspace: <https://www.headspace.com>
10. Afterward, allow students time to reflect with each other to discuss what they noticed or how they felt, or on their own in writing. Students can be encouraged to try something like this the next time they need to bring a calm moment into their lives.
11. EXTENSION 1: Create an anchor chart of calming techniques brainstormed or learned during this lesson for students to access year-round.
12. EXTENSION 2: Continue to make time for a daily mindful meditation with your class and confer with students on how they feel it benefits their lives.

