

Associated Bank presents
**THE 10TH ANNUAL
MILWAUKEE
FILM FEST**
Oct. 18 - Nov. 1, 2018

Education Screenings

Presented by



Herzfeld
Foundation

***Science Fair* 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 *Science Fair*. 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, 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 or by mail to:

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

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

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

A handwritten signature in black ink, appearing to read 'CARA'.

Cara Ogburn
Programming & Education Director, Milwaukee Film



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Science Fair Curriculum Packet Contents

In *Science Fair*, filmmakers follow nine high school students from around the globe as they compete at an international science fair. Facing off against 1,700 of the smartest teens from 78 countries, only one will be named Best in Fair. Directed by Cristina Costantini (A Milwaukee native and science fair veteran) and Darren Foster.

Science Fair provides teachers and students an opportunity to explore a variety of issues surrounding perseverance, opportunity, and the research culture available to teenagers today. The following activities are designed to connect students' experiences viewing *Science Fair* to other relevant events, texts, and themes while employing high order thinking.

This packet presents the recommended order of activities, which are designed for a 45-50 minute class period. Many of these activities can be completed before the Education Screening to get students thinking about the topics and themes *Science Fair* presents. These activities can be done independently, in small groups, or as a class.

Pre-Screening Activity: Trailer Analysis & What is ISEF? (2 Parts; Before Screening; 1 class period)

Before the Education Screening, students will critically analyze the trailer for *Science Fair* and make predictions about the film's content and story. Students will also view a highlight video from the 2017 International Science and Engineering Fair (ISEF) to further explore of the film's subject matter. This work is designed to be completed in whole group format, but can be completed independently.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.6.1,2,3,5,6,7,8,10; RI.7.1,2,3,5,6,7,8,10; RI.8.1,2,3,5,6,8,10; L.6.1,2,3,4,6; L.7.1,2,3,4,6; L.8.1,2,3,4,6; W.6.2,4,5,7,8,9,10; W.7.2,4,5,7,8,9,10; W.8.2,4,5,7,8,9,10; SL.6.1,2,3,4,6; SL.7.1,2,3,4,6; SL.8.1,2,3,4,6

City Comparisons: A Tale of Three Cities (3 Parts; Before Screening; 2-3 class periods)

Students will conduct research on their own city and two (2) other cities profiled in the film to compare/contrast some of the places that are settings featured in *Science Fair*. 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.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.6.1, 2, 3, 6, 7, 10; RI.7.1, 2, 3, 6, 7, 10; RI.8.1, 2, 3, 6, 7, 10; W.6.4, 6, 7, 8, 9, 10; W.7.4, 6, 7, 8, 9, 10; W.8.4, 6, 7, 8, 9, 10; SL.6.1, 4, 5, 6; SL.7.1, 4, 5, 6; SL.8.1, 4, 5, 6; L.6.1, 2, 3, 6; L.7.1, 2, 3, 6; L.8.1, 2, 3, 6

Interview with the Directors (1 Part; Before or After Screening; 1 class period)

Students will view an interview with *Science Fair* directors Cristina Costantini and Darren Foster 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 characters, and consider what they would ask of the directors if they had the opportunity.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.6.1; RI.7.1; RI.8.1; RL.6.1,3,10; RL.7.1,3,10; RL.8.1,3,10; L.6.1,2,6; L.7.1,2,6; L.8.1,2,6; SL.6.1,4,6; SL.7.1,4,6; SL.8.1,4,6; W.6.2,4,5,7,8,9,10; W.7.2,4,5,7,8,9,10; W.8.2,4,5,7,8,9,10



Quote Analysis (2 Parts; Part One: Before Screening; Part Two: After Screening; 2 class periods)

Students will be provided with a series of quotes from the film both prior to the film screening and after.

The questions provided about the quotes are designed to get students thinking and talking about the content of the film, and talking about some of the direct quotes from the film without any knowledge of the characters/content and after learning about the characters/content. 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.6.1, 2, 3, 10; RI.7.1, 2, 3, 10; RI.8.1, 2, 3, 10; W.6.4, 9, 10; W.7.4, 9, 10; W.8.4, 9, 10; SL.6.1, 4, 6; SL.7.1, 4, 6; SL.8.1, 4, 6; L.6.1, 2, 3, 6; L.7.1, 2, 3, 6; L.8.1, 2, 3, 6

Documentary Analysis & Making your own Documentary (2 Parts; Before and/or After Screening; 2-3 class periods)

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

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.6.1,2,3,4,5,6,7,8,10; RI.7.1,2,3,4,5,6,7,8,10; RI.8.1,2,3,4,5,6,8,10; L.6.1,2,3,4,6; L.7.1,2,3,4,6; L.8.1,2,3,4,6; W.6.2,4,5,7,8,9,10; W.7.2,4,5,7,8,9,10; W.8.2,4,5,7,8,9,10; SL.6.1,2,4,6; SL.7.1,2,4,6; SL.8.1,2,4,6;

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

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

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.6.1,2,3,4,5,6,8,10; RI.7.1,2,3,4,5,6,8,10; RI.8.1,2,3,4,5,6,8,10; L.6.1,2,3,4,5,6; L.7.1,2,3,4,5,6; L.8.1,2,3,4,5,6; W.6.1,2,4,5,6,7,8,9,10; W.7.1,2,4,5,6,7,8,9,10; W.8.1,2,4,5,6,7,8,9,10; SL.6.1,3,4,6; SL.7.1,3,4,6; SL.8.1,3,4,6



Teacher Background for Pre-Screening Activity: Trailer Analysis & What is ISEF?

Teacher Resources

- Computer, Internet, Projector & Screen or Smartboard
- Link to *Science Fair* trailer
- Link to ISEF highlights video
- Activity handout for Trailer Analysis & What is ISEF?

⇒ **TEACHERS!** This activity is designed to be completed before the Education Screening of *Science Fair* so students can get a jump-start exploring the content of the film. You will use both the film trailer and a brief video of some highlights from the 2017 International Science and Engineering Fair (ISEF) to familiarize your students with *Science Fair's* themes and subjects. This activity is designed to be completed by students independently in the classroom or at home, but it can be completed as a discussion as a whole class group.

Directions

1. As a class, watch the trailer for the documentary, *Science Fair* (2'41''):

<https://www.youtube.com/watch?v=c22w0-hGTuQ>

- a. Use the questions on the activity sheet to gather predictions from the class about the film based on the trailer.

Have your class view a brief video (approx. 3 minutes) with some of the highlights from the 2017 ISEF:

https://www.youtube.com/watch?time_continue=58&v=-PYO-m_uGhA

- a. Use the questions on the activity sheet to discuss ISEF in more detail.
- b. Encourage students to discuss their own experience with science fairs and scientific research in general.





Trailer Analysis & What is ISEF?

Name: _____

After watching the trailer for the documentary *Science Fair*, (<https://www.youtube.com/watch?v=c22w0-hGTuQ>) respond to the questions provided.

1. What are your impressions of the film after seeing the trailer?

2. What do you now know about the film based on the trailer?

3. What do you think the documentary will be about?

4. Why are you making such a prediction about the content of the documentary?

5. What are you wondering about after viewing the trailer?



6. What additional research might you want to do to prepare for the Milwaukee Film Festival Education Screening?

7. What are your own connections to and experiences with science fairs and research? Explain.

8. In general, what are your feelings about the film as the festival selection this year? Why? Explain.

Watch the highlight video from the 2017 International Science and Engineering Fair (ISEF) (https://www.youtube.com/watch?time_continue=58&v=-PYO-m_uGhA) and respond to the following questions. Be prepared to share your answers with the class.

9. How did the video illustrate the atmosphere of the ISEF?

10. How many finalists participated in the 2017 ISEF?





11. How many different countries, regions, and territories were represented at the 2017 ISEF?
12. One of the presenters featured in the video says, “Science is not a sprint; It’s a marathon. What do you think that means?”
13. “Think Beyond” is a motto that is frequently shown in the video. What does that mean in your own words?
14. Based on the video, would you want to participate in the ISEF? Why or why not?

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Teacher Background for City Comparisons: A Tale of Three Cities

Teacher Resources

- Encyclopedie, Computer, Internet
- Links to geographic research sites
- Links to infographic aides
- [Activity handout for A Tale of Three Cities](#) (Parts [One](#), [Two](#), & [Three](#))

⇒ **TEACHERS!** This multi-part activity can be completed either before and/or after viewing *Science Fair*. *Science Fair* profiles students that come from six different cities around the globe. This activity gets students researching facts about their own city and one or more of the cities that sent students to the ISEF. Students will then be invited to create and present a thesis/argument drawing comparisons between their own city and those they researched.

Because there are seven (7) research opportunities for students (including their own city), the research can be jig-sawed so groups of students are only focusing on a single city. *This activity is best suited for students to work with partners or in small groups but individual work is certainly an option.*

Directions

Part One: Have students locate general information about their city and at least two (2) of the following: Louisville, KY, Brookings, SD, Shenandoah Junction, WV, Iracema, Brazil, Jericho, NY, and Lorch, Germany. Some online resources to assist your students include:

- <https://www.census.gov/quickfacts/fact/table/US/PST045217> Students can compare multiple cities at a time
- www.city-data.com
- For the two cities outside of the United States: <https://www.ifitweremyhome.com>
- Simply search for each specific city at a time.

Part Two: Ask students to condense their research findings into a few facts they feel their peers and teacher should know. Students could choose to compare/contrast the cities, or they may choose to focus on specific aspects of a single city.

Extension: You can ask your to students try to imagine what everyday life is like for a middle schooler from that city and create a written/comic book style “day in the life” narrative about different films subjects in their respective hometowns.

Part Three: Have students develop their selected information into a visual display. Students must integrate information gathered from Parts One and Two, and determine the best way to convey their thesis to an audience. Watch some videos about infographics <https://www.easel.ly/support/knowledge-base/how-to-use-easel-ly/> -- then have students visit <http://www.easel.ly/> to develop an infographic.

Wrap up this activity by having students present their findings as a class. Students may also critique one another’s presentations. [Back to Packet Content List](#)

A Tale of Three Cities

Name: _____

***Part One:** Conduct research on the following topics for your city, and two (2) other cities of your choice (Louisville, KY, Brookings, SD, Shenandoah Junction, WV, Iracema, Brazil, Jericho, NY, and Lorch, Germany) 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 for:	Your Findings for:
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 (2):			



Part Two: Select a few aspects of your research you feel your teacher and peers should know about the information you collected.

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

1. _____
2. _____
3. _____

What do you want your display to show others about your city and the cities you profiled?

Why is it important that they know that information?

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

Create an **infographic** to deliver your information. An infographic is a way of representing information with visual as well as textual cues.

1. Consider what format and design will best articulate your information to your reader. **Be sure to select information that paints a clear picture of the information you want to focus on** (you don't want to display everything you learned in your research!). Informational videos on creating infographics on Easel.ly can be found at: <https://www.easel.ly/support/knowledge-base/how-to-use-easel-ly/>
2. Visit <http://www.easel.ly/> and **create an account** so you can save and resume your work.
3. Be prepared to present your information to the class.

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Teacher Background for Interview with the Directors

Teacher Resources

- Computer, Internet, Projector/Screen or Smartboard
- Link to interview with directors Costantini and Foster
- [Activity handout for Interview with the Directors](#)

⇒ **TEACHERS!** This activity involves viewing an interview with the directors of *Science Fair*, Cristina Costantini and Darren Foster, about their film. Costantini is from the Milwaukee area, so showing the interview before the film screening may enhance your students' investment and interest in the film prior to the festival viewing. This activity is designed to get students thinking about the filmmaking process and to generate questions they would ask of the director if they had the opportunity.

This activity is designed to be completed by students independently in the classroom or at home, but it can be completed as a discussion as a whole class group.

Directions

1. As a class, watch this 14-minute interview with directors Cristina Costantini and Darren Foster: https://www.youtube.com/watch?v=tlc1F_p5qWk Students should take notes as they follow along.
2. After viewing the interview, engage in a class discussion about the questions provided after the note-taking space.





Interview with the Directors

Name: _____

While watching the interview with the directors of Science Fair (https://www.youtube.com/watch?v=tIc1F_p5qWk), take notes on the film and their 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 insight about the film have you gained after watching the interview with Cristina Costantini and Darren Foster?

3. What would you want to ask Costantini and Foster after watching the interview? Why? Explain.

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Teacher Background for Perspectives on Perspectives: Quote Analysis

Teacher Resources

-[Activity handouts for Perspectives on Perspectives: Quote Analysis](#)

⇒ **TEACHERS!** This two-part activity is meant to be completed before (Part One) and after (Part Two) the screening.

This activity prompts students to familiarize themselves with content of the film through quotes from the film. Though this activity can be completed by students independently, the activity is best suited for whole-small-whole instruction, small groups, or partners.

Directions

Part One: Before the screening, ask students to analyze quotes that are stated by characters in *Science Fair*. Students are asked to both provide an objective summary of the quote and connect the content to their own lives. Depending on the skill level of the students, some of the terminology or concepts may need to be explained to the students. You may elect to come up with the meaning for the quotes as a class and have the students complete the personal questions based on their own life experiences.

Part Two: After the screening, ask students to review the quotes and their context within the film. Students will also be invited to engage in ethical debate to determine whether characters are justified in their statements.






Perspectives on Perspectives: Quote Analysis Name: _____

Part One: Before viewing the film, read the following quotes and provide your interpretation/opinion and its connection to your own life.

<p>“Just keep it simple and stupid.”</p>	<p>“A good idea can come from anywhere.”</p>
<p>Interpret this quote in your own words:</p> <p>How can you relate this quote to your own life?</p> <p>Would you take this advice? Why/why not?</p>	<p>Interpret this quote in your own words:</p> <p>How can you relate this quote to your own life?</p> <p>Would you take this advice? Why/why not?</p>
<p>“When they’re excellent, they will get what they desire.”</p>	<p>“I think young people have a very special view on all problems – they have a certain, very healthy, recklessness.”</p>
<p>Interpret this quote in your own words:</p> <p>How can you relate this quote to your own life?</p> <p>Would you take this advice? Why/why not?</p>	<p>Interpret this quote in your own words:</p> <p>How can you relate this quote to your own life?</p> <p>Would you take this advice? Why/why not?</p>

Perspectives on Perspectives: Quote Analysis Name: _____

Part Two: After viewing the film, re-read the following quotes and indicate both how the quote relates to the film and explain whether or not any of the ISEF participants proved the quote to be valid.

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<p>“Just keep it simple and stupid.”</p>	<p>“A good idea can come from anywhere.”</p>
<p>Who said this?</p> <p>How does this quote relate to the film?</p> <p>Did any of the ISEF participants profiled particularly prove this statement to be correct or incorrect? Explain.</p>	<p>Who said this?</p> <p>How does this quote relate to the film?</p> <p>Did any of the ISEF participants profiled particularly prove this statement to be correct or incorrect? Explain.</p>
<p>“When they’re excellent, they will get what they desire.”</p>	<p>“I think young people have a very special view on all problems – they have a certain, very healthy, recklessness.”</p>
<p>Who said this?</p> <p>How does this quote relate to the film?</p> <p>Did any of the ISEF participants profiled particularly prove this statement to be correct or incorrect? Explain.</p>	<p>Who said this?</p> <p>How does this quote relate to the film?</p> <p>Did any of the ISEF participants profiled particularly prove this statement to be correct or incorrect? Explain.</p>



Teacher Background for Media Literacy Extended: Documentary Analysis & Making Your Own Documentary

Teacher Resources

-Activity handouts for [Documentary Analysis](#) & [Making Your Own Documentary](#)

⇒ **TEACHERS!** This activity is intended to be done after your trip to Milwaukee Film’s Education Screening. The questions provided will get students exploring the content of the *Science Fair*, interrogating the choices directors Cristina Costantini and Darren Foster made when selecting their subjects and crafting the mood and message(s) of the film, and develop what they would include in their own documentary.

Directions

Part One: After the Education Screening of *Science Fair*, have students respond to the questions on their Documentary Analysis activity sheet.

Part Two: Ask students to develop ideas for their own documentary using the Making Your Own Documentary activity sheet.

Extension: Students could develop their ideas into an actual film to submit to the 2019 Milwaukee Film Festival! See Milwaukee Film’s Call For Entries webpage for details on deadlines and requirements: <https://mkefilm.org/for-filmmakers/call-for-entries>

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Science Fair Documentary Analysis

Name: _____

Part One: After viewing Science Fair, analyze the choices directors Costantini and Foster made to tell the story and convey their message. (Their film was planned and organized just as one would do when developing a fictional narrative!)

What's the Story?	
What do the filmmakers want the audience to see/understand about the ISEF and the participants' experiences?	
What is interesting about the ISEF, the participants, and their experiences?	
What events do the filmmakers choose to show? (And what might they be leaving out?)	
What past events from the lives of the subjects do the filmmakers choose to include?	
Who are the Characters?	
Aside from the 9 participants profiled, 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 (objects, cityscapes, etc.) help create the atmosphere for a documentary. What B-roll is utilized to give the viewer a sense of environment?	
What mood does the B-roll footage evoke?	
Archival footage or stock footage are things like news reports or other video footage that filmmakers use to help tell their story. What sorts of archival/stock footage is utilized in <i>Science Fair</i> ?	
What mood does the archival/stock footage evoke?	

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Making Your Own Documentary

Name: _____

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

What is my Documentary's Narrative?	
What do you want your audience to see/understand about the subject (person or topic) your documentary focuses on?	
What is interesting about your subject?	
What events do you want to show?	
What past events do you want this person to discuss/what history to 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 sort of B-roll footage will you utilize to give your viewer a sense of environment?	
What mood do you want your B-roll footage to evoke?	
What sorts of archival or stock footage could you use in your documentary film? (Archival footage or stock footage are things like news reports or other video footage of your subject that filmmakers use to help tell their story.)	
What mood do you want your archival/stock footage to evoke?	

EXTENSION ACTIVITY: Develop your treatment into an actual film and submit it to the Milwaukee Film Festival! Here's how: <https://mkefilm.org/for-filmmakers/call-for-entries>

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Teacher Background for Writing a Movie Review

Teacher Resources

- Computer, Internet
- Activity handout for Film Review

⇒ **TEACHERS!** This activity is designed to be completed after the Education Screening so students can construct an informed analysis and critique of the film. This activity involves composition of a film review for *Science Fair*. By viewing a film, reading various film reviews, and writing their own, students will deeply engage their media literacy and higher order thinking skills.

Directions

Part One:

a. Prompt students to familiarize themselves with various film reviews. You can direct them to the following online resources:

- https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-files-in-body/sample_movie_reviews.pdf
- <https://www.rottentomatoes.com>

b. Encourage students to provide their analysis of how the reviews are organized and what components are present in the review. *Students should notice that the reviews provide the setting of the film, the characters and how they develop in the film, the plot of the film, and the reviewer's opinion of the film.*

c. Discuss where students find reviews in their everyday lives and the different audiences/purposes reviews are aimed for. This will start students thinking about the tone and focus of their own review.

Part Two: Prompt students to record information from *Science Fair* by answering the questions provided to begin development of their own movie review.

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

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



Movie Review

Name: _____

Part One: Review the sample movie reviews and record your observations about the reviews in the space provided.

Where do you usually find movie reviews? Who writes/delivers them?

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

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

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

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



Part Two: Complete the information for Science Fair to begin organizing your thoughts for your own movie review.

Who created the film? When was it made?

What is/are the setting(s) of the film?

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

What is the plot of the film?

Provide a brief summary of the film plot:

Point out a key moment (content) or feature (style) in *Science Fair* and what it made you think/feel:

What is your opinion of the film?





Who would you recommend this film to? Why?

Part Three: Organize your responses from Part Three into a movie review of Science Fair. A simple organizational structure would be:

- 1. one paragraph summarizing the film including the setting, the characters, and the basic plot,
- 2. one paragraph analyzing a specific aspect of the film (ex: the plot or a character)
- 3. one paragraph explaining your opinion of the film and who you would recommend see it

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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 1st, 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 6-8:

In the film, *Science Fair*, when referencing the lack of opportunities for less privileged students says, "Most of our students are like a plant inside an apartment; they can't fully grow due to the lack of support." Is he right or is she wrong? Write an essay in which you discuss either the truth in his statement or the errors in his belief. Use specific examples from the film to explain your position.

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

⇒ **TEACHERS!** Feel free to do preparatory work in your classroom to help students do their best writing on this topic. For example, you might discuss privilege, educational & social institutions, and different forms of support. 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) _____

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