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FESTIVAL

SEPT. 25 - OCT. 9, 2014

EDUCATION SCREENINGS

Shorts: Creativity and Imagination 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 the shorts program. Your cooperation ensures that we are able to continue applying for funding to bring in these films and offer them to you (and literally thousands of students) at such a low cost.

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

New this year we are introducing an Essay Contest to this packet! Submit writing from your students in response to the standard prompt we offer here by November 3, 2014 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.

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 November 15, 2014.** All of what you send us will help us write and fulfill the grants that allow us to bring these films to you and your students at such a low cost. We may also post some of the best work on our website (with students' first names and school only) later in the semester (if you would prefer we not share your students' work publicly, please let me know).

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

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

All screenings of the short films with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards for Speaking and Listening: SL1.1-6, SL2.1-4, SL2.6, SL3.1-4, SL3.6, L3.1-6

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

Cara Ogburn
Education Director, Milwaukee Film



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Shorts: Creativity and Imagination Curriculum Packet Contents

The short films provide teachers and students with an opportunity to explore the role of creativity and imagination in everyday life. The activities in this packet are designed to connect students' experience viewing these short films to other relevant events, texts, and themes while employing higher order thinking skills:

At the screening:

- ◆ **The Oriental Theatre: A Historic Milwaukee Landmark**

After the screening:

- ◆ **Shorts: Creativity and Imagination Program Guide**

- ◆ **How to Read a Film: Questions to Consider for *Shorts: Creativity and Imagination***

Common Core-English Language Arts (CC-ELA) Literacy Standards: RL1.1, RL1.4, L1.4, L1.6, SL1.1-3, RL2.1, RL2.4, L2.4-2.6, SL2.1-3, RL3.1, RL3.4, RF3.4, L3.4-3.6, SL3.1-3

- ◆ **Movie Review: Fact and Opinion**

CC-ELA Literacy Standards: RL 1.2-3, RF 1.1, W 1.1, W 1.5, W 1.8, L 1.1-2, L 1.6, SL 1.1-4, SL1.6, RL 2.2, RL 2.5, W 2.1, W 2.5, W 2.8, SL 2.1-4, SL 2.6, L 2.1-2, L 2.6, L 3.1-3, RL 3.2, RL 3.5-6, SL 3.1-4, W 3.1, W 3.4-5, W 3.8, W 3.10

- ◆ **Best of the Best!: My Favorite Short Film**

CC-ELA Literacy Standards: RL1.1-4, RL1.6, RL1.7, RL1.9, W1.1, W1.5, SL1.1-6, L1.1-2, L1.4-6, RL2.1-7, W2.1, W2.5, SL2.1-4, SL2.6, L2.1-6, RL3.1-7, RL3.9, W3.1, W3.4, SL3.1-3, SL3.6, L3.1-6

- ◆ **My Many Colored Feelings: Emotions Expressed Through Art**

CC-ELA Literacy Standards: RL1.1-4, RL1.7, RL1.9, SL1.1-6, L1.1, L1.5, RL2.1-3, RL2.5, RL2.7, SL2.1-4, SL2.6, L2.1, L2.5, RL3.1-3, RL3.5-7, SL3.1-4, SL3.6, L3.1, L3.3

- ◆ **The Sky is Blue...and Orange and Pink and Purple: The Color Challenge**

CC-ELA Literacy Standards: RL1.1-4, RL1.7, RL1.9, SL1.1-6, L1.1, L1.5, RL2.1-3, RL2.5, RL2.7, SL2.1-4, SL2.6, L2.1, L2.5, RL3.1-3, RL3.5-7, SL3.1-4, SL3.6, L3.1, L3.3

- ◆ **Sky, Land, and Soil: Nature's Triptych**

CC-ELA Literacy Standards: RL1.1-4, RL1.7, RL1.9, SL1.1-6, L1.1, L1.5, RL2.1-3, RL2.5, RL2.7, SL2.1-4, SL2.6, L2.1, L2.5, RL3.1-3, RL3.5-7, SL3.1-4, SL3.6, L3.1, L3.3

- ◆ **Crossing a Rushing River: Creative Problem Solving**

CC-ELA Literacy Standards: RL1.1-4, RL1.7, RL1.9, W1.1, W1.5, SL1.1-6, L1.1, L1.5, RL2.1-3, RL2.5, RL2.7, W2.1, W2.5, SL2.1-4, SL2.6, L2.1, L2.5, RL3.1-3, RL3.5-7, W3.1, W3.4, SL3.1-4, SL3.6, L3.1, L3.3

- ◆ **Discovering New Bones: Creating a Class Creature**

CC-ELA Literacy Standards: RL1.1-4, RL1.7, RL1.9, W1.2, W1.5, W1.8, SL1.1-6, L1.1-6, RL2.1-3, RL2.5-7, W2.2, W2.5, W2.8, SL2.1-4, SL2.6, L2.1-6, RL3.1-3, RL3.5-7, W3.2, W3.4, W3.8, SL3.1-3, SL3.6, L3.1-6

- ◆ **Essay Contest**

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



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The Oriental Theatre: A Historic Milwaukee Landmark

⇒ **TEACHERS!** This is a *great* activity to keep students busy and observing everything around them upon your arrival at the Oriental Theatre.

The Landmark Oriental Theatre was built in 1927 on Milwaukee's East Side, and it is the only remaining movie palace in Milwaukee. The mood of the Oriental Theatre is created by its original East Indian décor, including murals, lions, packs of elephants, and even giant Buddhas in the main theatre. Another original feature of the Oriental Theatre is the Kimball Theatre Pipe Organ in the main theatre that rises from the orchestra pit before selected screenings and plays a tune to introduce the film!

Although there is a lot to see and take in when you first visit the Oriental Theatre, see if you can find these prominent features:

1. How many porcelain lions line the Grand Staircase? _____
2. Look up! How many chandeliers hang from the ceiling in the lobby? What colors are in the stained glass chandeliers?
3. Can you spot the 6 larger-than-life Buddhas around the Theatre? Where did you find them?
4. There are hundreds of elephants scattered around the Theatre. Can you find 5 elephants? Where are they?
5. Old movie posters hang in the Oriental Theatre. Write the name of one older movie you have never heard of before here:
6. **Compare and Contrast:** Describe the similarities and differences between the Oriental Theatre and newer movie theaters you have been to.

The Oriental Theatre

- 1.
- 2.
- 3.

Other Movie Theaters

- 1.
- 2.
- 3.



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Shorts: Creativity and Imagination Program Guide

⇒ **TEACHERS!** Below are still images from and some information about each of the films screened in the Education Screening program of *Shorts: Creativity and Imagination*. Use these to remind students about the range of films they saw in order to prompt recollections and further thinking about the films.



The Numberlys

USA, 2014

Directors: William Joyce,
Brandon Oldenburg

Friends 1, 2, 3, 4 and 5 live in a world where there is no alphabet - only numbers. One day, they decide they want something different and set out to create each letter of the alphabet with color, creativity...and jellybeans.



The New Species

Czech Republic, 2013

Director: Kateřina Karhánková

Stumbling across a mysterious bone sparks the imaginations of three kids, who decide to seek scholarly wisdom from a paleontologist and see what clues they can dig up.



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Mushroom Monster
Norway, 2013
Director: Aleksander Leines
Nordaas

*If you were a little, hairy
Mushroom Monster, how far
would you go to get your paws
on the biggest mushroom ever?*



Rabbit and Deer
Hungary, 2013
Director: Péter Vác

*Rabbit and Deer live together
happily in their two-
dimensional world, until their
friendship is put to the test by
Deer's quest to find the formula
for the mysterious third
dimension.*



Twins in Bakery
Japan, 2013
Director: Mari Miyazawa

*A magical incident happened in
an ordinary bakery while the
baker was away for delivery.
That incident made this bakery
the best in the town. But it is a
secret not to be disclosed.*



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Hedgehogs and the City
Latvia, 2013
Director: Evalds Lacis

They paved paradise and built a city--what are the forest animals to do? They'll work together to show the humans who's really in charge.



Sky Color
USA, 2012
Director: Peter H. Reynolds

Marisol, is very confident in her artistic ability, but she comes to an important revelation after she is inspired to move beyond learned conventions by observing the world more mindfully.



The Dam Keeper
USA, 2013
Directors: Robert Kondo,
Daisuke "Dice" Tsutsumi

In a smog-filled region, a small town's only protection is a large windmill dam that acts as a fan to keep out pollution. The dam's operator, Pig, works tirelessly to keep it spinning, despite bullying from his classmates. But when a new student arrives, Pig faces a decision that could change the town forever.



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How to Read a Film: Questions to Consider for *Shorts: Creativity and Imagination*

What happens in each film? What important events occur? What is the resolution? Who are the important characters? Who are the “good” characters or “bad” characters?

These questions help students start to talk about plot, story, narrative structure, character development, and conflict. For example, how would the students define The Dam Keeper’s Pig and Fox? Was one of them bad or good? Can a character be more than just good or bad?

What is each film about? What themes, morals, or messages come up in these films?

These questions help students start thinking about a film’s themes, messages, and morals – and seeing them as different from the story itself. In other words, a film can be about a main character being bullied for being different and later finding a friend, but also about responsibility to others. Themes from the shorts might include creative problem solving, imagination, friendship, responsibility, and bullying.

Do students in the class see different messages in each film? What differences do they see? Why?

Discussing how students read a film differently helps them understand that films often express more than one message, and these messages speak differently to different viewers. This discussion is helpful when implementing other activities.

Some of the short films you saw had similar stories. Sometimes when films start to repeat stories, they form a collection of films with similarities called a *genre*. What other films have students seen, or books have they read, that have a similar story? What are the similarities and differences?

These questions help students think about genre and identify similarities and differences between films. Such awareness creates a basis for further media study.

Have you ever been to a movie that you thought was so long you couldn’t stay in your seat? Did it affect whether or not you liked the movie? These films are all considered short films. Did you like that the films were short? Why or why not? How do you think the length of the film affects the story? Were there pieces of the story that made you wonder, like holes that needed to be filled?

Opinions about films are important and help us develop our own personal interest. These responses can be used to help with other activities.

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Movie Review: Fact and Opinion

⇒ **TEACHERS!** An important part of understanding art is being able to articulate an opinion of the work: *Did I like the film? Did I not like the film?* And, of course, to be prepared for the inevitable follow-up question: *Why?* This activity helps students differentiate fact and opinion through considering short films. Students will choose one of the short films they watched. They should recall two *facts* from the film. Then they can write a sentence or two on their *opinion* about the film. As a writing extension, students can write their own film review, supporting their opinion with factual examples from the film.

Directions:

1. Discuss with the students the difference between **fact** and **opinion**. What is a fact? Give an example. What is an opinion? Give an example.
2. Ask the students to give suggestions for facts from one of the short films they watched. Have the students evaluate whether or not they are facts or opinions.
3. Then the students should write down two facts about one film, as well as their overall opinion that film.
4. Have students read their facts and opinion for the film out loud to a small group or the class.
5. **Writing Extension:** Explain to the students that they will be writing a movie review for the film. The students will have three steps to completing their review:
 - a. First, they must write an introductory sentence, which tells the reader the name of the film, the year the film was made, and the director of the film.
 - b. Next, the body of the review will have 3-5 sentences explaining their opinion of the film and giving supporting facts (examples) from the film. (Example: "The film was funny, because the food in the bakery turned into animals.")
 - c. Finally, the review should conclude with a recommendation from the student about seeing the film. (Example: "Above are reasons why I think you should see this film right away!" or, "The movie was boring, and I think you could see something more exciting.")

Note: These parts of the review can be taught in mini-lesson stages over several days, giving students time to draft. The difficulty and complexity of the review will vary depending on grade and class. Add a brief film summary if there is time and the students are confident with their summary skills. The summary should follow the introductory sentence and be 2-4 sentences.

6. Complete a final, clean copy to display or share in class.



The Best of the Best!: My Favorite Short Film

English Language Arts/Visual Art Activity

Teacher Resources

- Activity Sheet: "My Favorite Short Film" (An example writing/illustrating sheet is included—please adapt length to reflect your students' needs.)

⇒ **TEACHERS!** The short films shown at the Education Screenings were united by a theme of creativity, but they were enormously diverse in many other ways, namely: animation style, subject, storyline, and tone. We encourage students to think about each film and how they received it. Which films appealed to them? Which films left them with questions? What emotions did they experience watching each film? Students are likely to share their opinions about their "favorite" films, and this activity provides the opportunity to express their responses to a particular film.

Directions

1. Gather as a whole group to discuss each film that was a part of the shorts screening. It may help to provide a visual (as provided in the Program Guide contained in this packet, for example) and/or write the names of each film on the board, so students can easily refer to particular films. Run a discussion as best fits the needs of your classroom. Here are some discussion ideas to get you started:
 - Discuss personal reactions to each film (what they liked, didn't like, comprehension)
 - Discuss animation styles (stop motion, claymation, hand-drawn)
 - Review each short film briefly, divide students into partners or small groups to discuss each film, practice listening and responding to each other
 - Students ask questions or voice what they are still wondering about, have other students respond with their ideas
 - Discuss by emotion: "Which films made you feel happy? Which made you feel sad? Were any surprising? Scary? Humorous?"
2. Ask students to pick one film with which they connected. This may be their favorite film, one that appealed to them for any reason, or engaged them in an emotion or experience that was memorable.
3. Using the included activity sheet ("My Favorite Short Film"), ask students to identify that film and to write about why that film speaks to them. Why was it their favorite or why was it so memorable? Encourage students to support their opinion by writing about specific elements and aspects of the film, such as:
 - Characters
 - Animation Style
 - Setting
 - Tone
 - Plot
 - Beginning/Ending
 - Events

Students should write on topic, appropriate for grade level writing expectations. If needed, students may continue on an additional piece of paper and attach it to the activity sheet.

4. Have students complete an accompanying illustration for their writing to show a favorite scene, a character, or something else memorable to the student about that particular film.

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NAME: _____

My Favorite Short Film

Illustration

My Favorite Short Film's Title: _____



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My Many Colored Feelings: Emotions Expressed Through Art

English Language Arts/Guidance/Visual Art Activity

⇒ **TEACHERS!** This activity is inspired by several of the short films, most notably, *The Dam Keeper*, in which the new student, Fox, expresses his feelings by way of his art. He teaches his friend, Pig, how to cope with his emotions, as other kids bully him, by sketching his feelings on paper. Students will call on their experience with various emotions to creatively show how they would look visually.

Directions:

1. Conduct a discussion with the whole group to remind students of the film *The Dam Keeper*. Specifically, discuss the scene in which Pig is bullied in the bathroom, Fox discovers him, and shares with Pig his notebook of sketches. His sketches contain caricatures of fellow classmates, and even poke fun at those who are bullies. Talk about how this is an emotional outlet for Fox, and a safe and creative way for him to handle negative experiences.
2. Students will represent emotions that they have felt or experienced by way of visual art. Pass out a sheet of white paper and have students divide the paper into four parts (to ensure equal parts, have them fold the paper in half twice to quarter the paper).
3. Next, students will choose four emotions and represent each of them in a separate quarter of the paper. Students may choose to take this literally or you may encourage them to show this abstractly, depending on the age of your class. Please use your discretion. (Literal: Draw a person with a smile for “happy”; Abstract: Use a sunny yellow crayon to create shapes and lines to show “happy”.) Students will use color, shapes, design, and any drawing techniques that they feel will help them express themselves through the designated emotion. Please use any of the following options to guide this activity:
 - Brainstorm emotions or feelings commonly felt: happy, sad, mad, excited, nervous, scared, etc. and select four diverse emotions to use as a class
 - Label each quarter of the page with the emotion that will be illustrated
 - Choose three emotions, as a whole class, to illustrate as individuals, and have students choose one emotion on their own that they wish to illustrate
 - Encourage use of color as a strong visual appeal for communicating emotions. For example, ask students what feelings they associate with the color red? Blue? Use these colors in illustrations, and students should be able to describe why they chose the colors they selected.
 - Cut the paper into quarters, then students illustrate. These can then be displayed in groupings (i.e. all of the “happy” illustrations are displayed together) for others to visually compare and contrast. Notice anything in common: color, subject, shapes?

Example of a page setup with text:

Happy	Mad
Excited	Scared

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The Sky is Blue...and Orange and Pink and Purple: The Color Challenge

English Language Arts/Science/Visual Art Activity

Book Connections:

-*The Dot* and *Ish* by Peter H. Reynolds

⇒ **TEACHERS!** This activity is inspired by the short, *Sky Color*, in which Marisol must creatively paint the sky in her class mural when blue paint is unavailable. Instead of giving up or insisting on finding blue paint, Marisol takes time to think and observe the sky, noticing that the sky can appear to be many different colors, especially as the sun sets. She takes what she learns and applies it to the mural, mixing and swirling colors together to create “sky color”.

Directions:

1. Conduct a discussion with the whole group to remind students of the film *Sky Color*.
 - Discuss what the problem was in the story and how it was resolved: No blue paint was available. Marisol had to be creative by accepting that using blue paint was not an option and observing the sky to inspire other options.
 - Ask students to connect to their background knowledge: Have they ever noticed when the sky appeared as a color other than blue? When and where did that happen?
 - Did Marisol’s sky painting look like the sky to you? Why or why not?
 - Brainstorm other examples from nature that we associate with color, but can actually be, or appear to be, other colors: i.e. Leaves are green, but also brown, yellow, red, purple, etc.
2. Students will participate in a similar experience to Marisol’s story. Give students a piece of paper, coloring supplies (crayons, colored pencils, markers, watercolors), and something hard to press on (clipboard, notebook).
3. With these materials in hand, take students to an outdoor space. (NOTE: If this is not available in your area, this activity is easily modified by imagining a natural space, such as a park or beach.) Have students sketch the scene as they see it, making sure to use color, and fill up their paper space completely, keeping in mind background, sky, land, geographic features, etc.
4. When finished, share drawings with each other as a whole class. Discuss what sort of features and items were included, which colors tended to be used most, etc.
5. Next, challenge the students to Marisol’s same obstacle. Students will try to re-create the drawing they just made, but without one important color. Decide (as the teacher, or as a class) on one color that will be eliminated (if in a natural setting: blue or green) as a class. Just like Marisol had to creatively imagine other colors to represent the sky, students should also be challenged to make a drawing in which they need to creatively imagine “sky color”, “grass color”, or “tree color”, for example. Which color will you eliminate for this challenge?
6. Share the second drawings together as a class and discuss students’ strategies for creating an image while missing an important color. What was the biggest challenge? How did you solve it? Do you prefer one of your drawings over the other? Did this help you see things in a new way?



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Sky, Land, and Soil: Nature's Triptych

English Language Arts/Science/Visual Art

Teacher Resources:

-Prepare paper squares ahead of time. They may measure any size appropriate for where they may be displayed or what works best with your students. Suggestions: 4x4 or 8x8 paper squares.

⇒ **TEACHERS!** This activity is inspired by several of the short films, most notably, *Sky Color*, in which Marisol creates a mural with her fellow classmates. Students will work individually to add to a unified classroom mural by way of a mosaic project. In this activity, students will artistically create three representations of elements found in the natural world: sky, land, and soil beneath the surface. Bringing each student's sky art together in a tiled row, and then the same for the land, and the soil, a horizontal triptych (a picture that has three panels placed next to each other) will be created. When tiled together as one piece, it will look like this:

sky	sky	sky	sky	sky	sky	sky	sky	sky	sky	sky	sky	sky	sky	sky
land	land	land	land	land	land	land	land	land	land	land	land	land	land	land
soil	soil	soil	soil	soil	soil	soil	soil	soil	soil	soil	soil	soil	soil	soil

Directions:

1. Discuss the film *Sky Color* and remind students how Marisol and her classmates created a large mural containing the ocean with the sky above. Explain that the students will be creating their own classroom mural by tiling together their own individual pictures (mosaic) to create a larger mural picture.
2. Pass out three square pieces of paper to each student. Using any coloring or painting materials available, students will color in each piece of paper to represent sky, land, and soil. Each individual student will choose how s/he sees each natural element, concretely or abstractly. For example, students might use blue for sky color, others may choose the orangey-red of the sunset. The finished mural is intended to be abstract and diverse, so each student is encouraged to create his or her own idea. The entire paper should be colored/painted so that no white background is left.
3. When finished with all colorings/paintings, have students tile their squares together to create a horizontal triptych (see above example). They may be adhered to a larger piece of paper to permanently remain together, or displayed on a bulletin board or wall space.
4. Discuss what students see and think about when observing their class mural. What do they notice about color and artistic choices?

Alternative option: Instead of creating one large class mural, students can create their own individual triptychs just using their three square pieces of paper. These can be mounted on a larger piece of paper to be displayed.



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Crossing a Rushing River: Creative Problem Solving

English Language Arts/Guidance Activity

Teacher Resources

-Activity Sheet: "My Reflection: Crossing a Rushing River"

- Prepare the space with materials needed:

- river "stones" (use cardboard, rubber baseball bases/dots, or 8x11 paper)
- river bank designation (use tape or chairs to mark boundaries)

⇒ **TEACHERS!** This activity is inspired by several of the short films, most notably, *Mushroom Monster*, in which a forest monster tries to attain a large, but out of reach, mushroom. The monster shows determination and dedication to reach his goal of possessing the mushroom, even though the mushroom is on an island surrounded by "shark infested" waters. He imagines a number of ways that he can creatively solve the problem (noted throughout the film by the black and white sketched animation). This activity encourages students to use teamwork and to use the same type of problem solving in order to be successful together.

Directions:

1. In this activity, students will use teamwork as all classmates "cross a rushing river". The goal is to start all students on one riverbank and have them use creativity and problem solving strategies together to allow all students to safely cross the river to the other riverbank. Before students arrive, set up the river area, wide enough to provide a challenge to students.
2. Discuss the film *Mushroom Monster* with students to remind them of the story and how the monster used creativity to get to the desired large mushroom. Using that same determination, tenacity, and creativity, the students will cross their own river.
3. Rules for crossing the river:
 - Everyone participates
 - No one can touch the "water" (if someone does, the group starts over again)
 - The class is successful when everyone has crossed the river
4. Using the objects pre-selected by the teacher (cardboard/bases/paper), students creatively come up with ways to use those objects as river "stones", upon which students can step safely into the river and cross the river.
5. There are many ways to challenge your students and variations on the activities to best fit the needs of your classroom space and your students. Consider some of these options:
 - Limit the number of river "stones" students are able to use
 - Set a timer
 - Introduce obstacles during the activity (a "stone" gets washed away, cannot be used)
 - Require all students to be on the river before anyone reaches the other side

(continued on next page)



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- Try the activity silently, communicate in other ways
 - To ensure all are heard, ask that every student contribute an idea
 - Students must stay in contact with the river “stone” they are using, never left on its own in the river
6. Post activity discussion: Reflect on the students’ experiences with this activity and compare it to the challenges and problem solving the mushroom monster engaged in during the film. Some questions for reflection and discussion:
- What did you notice went well in this activity?
 - What could be improved upon if you were to do this activity again?
 - What worked? What didn’t work?
 - In what way did teamwork play a role in your success?
 - Did every idea you had work? Is it okay to try ideas that may not be successful?
 - How did you communicate with each other?
 - What was the most challenging part of this activity?
 - How did it feel when an idea didn’t work? How did it feel when an idea did work?
 - What lessons can be learned from this activity?
 - Compare your challenge with that of the mushroom monster (overcoming obstacles to reach your goal).
7. Finally, ask students to write a reflection of their experience with this activity comparing it to the mushroom monster’s challenge in the film. Use the included activity sheet (“My Reflection: Crossing a Rushing River”) as students’ writing space.

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NAME: _____

My Reflection: Crossing a Rushing River

Blank lined area for writing a reflection.



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Discovering New Bones: Creating a Class Creature

English Language Arts/Science/Visual Art Activity

Teacher Resources

- Activity Sheet: "Our New Species" (A writing/illustrating sheet is included—adapt to your needs!)

⇒ **TEACHERS!** This activity is inspired by the short film, *The New Species*, in which three students discover a bone and imagine what sort of creature belongs to it. Each student had a creative idea, and were very excited to share their discovery with their teacher, but instead, were scolded for being late to class. The students' creativity had to be checked at the classroom door, but this activity encourages students to use creativity and teamwork to think scientifically together with their classmates to make their own new species.

Directions:

1. Lead a discussion about *The New Species*. Discuss what happened when the kids discovered the bone, went to school, and then buried the bone in the end. Allow students to reflect on their feelings toward the events in the film and their perception of the teacher.
2. Students will each make a creatively shaped bone that will be added to other students' bones to make one large, new creature. Pass out pieces of paper to students and ask them to make an outline of a bone, shaped however they would like. They should ensure the shape can be cut out with scissors when finished; it can be as simple or intricate as they wish it to be. When finished drawing the bone outline, students should carefully cut out their bone.
3. As a group, students should arrange their bones to create a new species. Use the floor or a large table to allow students space to all be involved in this process. This is an opportunity to allow students to problem solve together and make decisions (use these questions to prompt students, if needed):
 - How many legs does this creature have?
 - Does this creature have fingers and toes?
 - How large is the head?
 - Does this creature have special features such as horns, tusks, wings, etc.?
4. When the bones are arranged to create a new species, students should take the time to observe what their creature may have looked like when covered in muscle and skin. Use prompting questions to discuss how it looked physically, where the creature lived, what it ate, how it moved, and how its specific body parts were used.
5. To keep the bones assembled the way they were laid out, options include:
 - Gluing/attaching the creature to a larger piece of paper
 - Displaying the assembled bones on a bulletin board or wall
 - Taking a photo to keep/share/print digitally
6. Finally, students should use the attached activity sheet ("Our New Species") to write about their new classroom creature. You may want to decide on some classroom commonalities, such as the name of the creature, where it lives, what it eats, or have students imagine the creature entirely on their own. Students should write as the authority on their creature, and include an illustration of what they believe the creature would look like.



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NAME: _____

Our New Species

Illustration

Our New Species is Named: _____



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2014 ESSAY CONTEST

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

Submission Details:

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

Milwaukee Film attn: Essay Contest
229 E Wisconsin Ave #200
Milwaukee, WI 53202

- Submissions must be postmarked by November 3, 2014
- Teachers of winning entries will be notified by November 21, 2014 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 or provide feedback on writing.

Essay Prompt—Grades 1-3:

In all of the films you saw at the film festival the characters had to use their creativity. Write an essay that tells us why you think creativity is important, pointing out examples from specific films you saw to support your ideas.

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

⇒ **TEACHERS!** Feel free to do preparatory work in your classroom to help students do their best writing on this topic. For example, you might discuss what creativity is, brainstorm examples in specific films, etc. After they have completed a first draft, feel free to have them workshop their writing and revise/edit their work accordingly.

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EDUCATION SCREENINGS

MILWAUKEE FILM ESSAY CONTEST RELEASE FORM

Include a completed copy of this slip with each submission for the 2014 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 2014 Essay Contest:

Parent/Guardian Signature _____ Date _____

Parent/Guardian Full Name (printed) _____

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