



Shorts: Animals! 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.

You can send evidence of the work you did to integrate the film into your classroom electronically or by mail. This could include: links to online content, Google Drive folders, scanned material, photocopied or original student work concerning the film/film-going experience or even your own anecdotal, narrative accounts. **We should receive this evidence of your integration of the film into your classroom by December 31, 2015.** All of what you send us will help us write and fulfill the grants that allow us to bring these films to you and your students at such a low cost. We may also post some of the best work on our website (with students' first names and school only) later in the semester (if you would prefer we not share your students' work publicly, please let me know).

There is an Essay Contest in this packet! Submit writing from your students in response to the standard prompt we offer here by November 16, 2015 for consideration. A panel of judges will select the best essay and a runner-up in each grade range to receive a bookstore gift certificate as a prize. See the Essay Contest handout in this packet for more details.

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

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

All screenings of the short films with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards for Speaking and Listening: SL.1.1-4, SL.1.6, SL.2.1-4, SL.2.6, SL.3.1-4, SL.3.6

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

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

Cara Ogburn
Education Director, Milwaukee Film



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



Shorts: Animals! Curriculum Packet Contents

This year’s short films provide teachers and students with an opportunity to explore topics related to animals—from both a literary and zoological perspective! 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: Animals! Program Guide**

- ◆ **How to Read a Film: Questions to Consider for *Shorts: Animals!***

Common Core-English Language Arts (CC-ELA) Literacy Standards: RL1.1, RL1.4, L1.4, L1.6, SL.1.1-3, RL2.1, RL2.4, L2.4-6, SL.2.1-3, RL3.1, RL3.4, RF3.4, L3.4-6, SL.3.1-3

- ◆ **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, SL.1.6, 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

- ◆ **Unreliable Perspective: One Image, Many Stories**

CC-ELA Literacy Standards: RL.1.1-7, RL.1.9, RL.2.1-3, RL.2.5, RL.2.7, RL.3.1-3, RL.3.5-7, RL.3.9, SL.1.1-6, SL.2.1-4, SL.2.6, SL.3.1-4, SL.3.6, W.1.3, W.2.3, W.3.3

- ◆ **Standing Out From the Crowd: Lambs and their Amazing Technicolor Wool Coats**

CC-ELA Literacy Standards: RL.1.1-7, RL.1.9, RL.2.1-3, RL.2.5, RL.2.7, RL.3.1-3, RL.3.5-7, RL.3.9, SL.1.1-6, SL.2.1-4, SL.2.6, SL.3.1-4, SL.3.6

- ◆ **Anthropomorphism: When Elephants Ride Bicycles and Koalas Wear Spacesuits**

CC-ELA Literacy Standards: RL.1.1-7, RL.1.9, RL.2.1-3, RL.2.5-7, RL.3.1-3, RL.3.5-7, RL.3.9, SL.1.1-6, SL.2.1-4, SL.2.6, SL.3.1-4, SL.3.6

- ◆ **Common Bonds: Say Cheese! Our True Class Photo**

CC-ELA Literacy Standards: RL.1.1-7, RL.1.9, RL.2.1-3, RL.2.5, RL.2.7, RL.3.1-3, RL.3.5-7, RL.3.9, SL.1.1-6, SL.2.1-4, SL.2.6, SL.3.1-4, SL.3.6

- ◆ **Exploring the Theme: Remarkable Cows...And Other Animals!**

CC-ELA Literacy Standards: RL.1.1-7, RL.1.9, RL.2.1-3, RL.2.5, RL.2.7, RL.3.1-3, RL.3.5-7, RL.3.9, SL.1.1-6, SL.2.1-4, SL.2.6, SL.3.1-4, SL.3.6, W.1.3, W.2.3, W.3.3

- ◆ **Essay Contest**

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



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



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

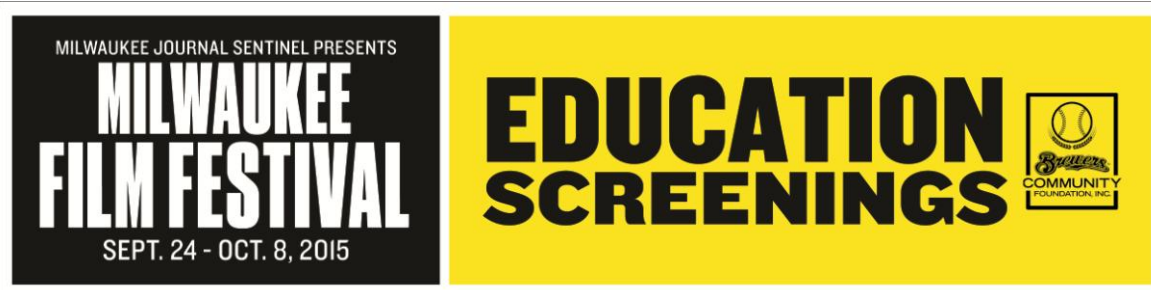
- 1.
- 2.
- 3.

Other Movie Theaters

- 1.
- 2.
- 3.



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



Shorts: Animals! Program Guide

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



Pik-Pik-Pik
 Russia, 2014
 Director: Dmitry Vysotskiy

The woodpecker rattles the tree, on the hunt for ants. But, when a lumberjack comes along, all of the creatures must form a team to save their home!



The Elephant and the Bicycle
 France/Belgium, 2014
 Director: Olesya Shchukina

An elephant lives in a small town and works as a street cleaner. One day, he sees a big billboard advertising a bicycle. It seems the perfect size for him and he will do anything to have it!



Lambs
 Germany, 2013
 Director: Gottfried Mentor

A young lamb's parents are shocked when their youngster starts saying "moo" instead of "baa" in this story of unconditional love between parents and children.

MILWAUKEE JOURNAL SENTINEL PRESENTS
**MILWAUKEE
FILM FESTIVAL**
SEPT. 24 - OCT. 8, 2015

**EDUCATION
SCREENINGS**



The Little Hedgehog
France/Belgium, 2014
Director: Marjorie Caup

A little hedgehog finds a magnificent apple in the woods. He rolls it behind a rock where he can enjoy it at his leisure. But there are some uninvited guests to his feast...



The Visitors
Australia, 2014
Director: Philip Watts

A man's home is his castle, but not for long...



The Present
Germany, 2014
Director: Jacob Frey

Jake spends most of his time playing videogames indoors until his mother gives him a present that will change his whole perspective on life.



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

MILWAUKEE JOURNAL SENTINEL PRESENTS
**MILWAUKEE
FILM FESTIVAL**
SEPT. 24 - OCT. 8, 2015

**EDUCATION
SCREENINGS**



Dustin
Germany, 2014
Director: Kristina Jaeger

Dustin is a pampered pug who, much to his chagrin, must learn to get along with his new roommate, a robotic vacuum.



Bunny New Girl
Australia, 2014
Director: Natalie van den Dungen

Seven-year-old Annabelle arrives on her first day at a new school wearing a homemade rabbit mask. Despite the reassurances of her kindly teacher, the other students wonder what Annabelle is hiding. It takes the empathy of a new friend to give her the courage to be seen just the way she is.



The Law of the Jungle
France/Belgium, 2014
Director: Pascale Hecquet

An adventurous little monkey spies the biggest banana EVER and uses his quick wits to fool two big apes who are also after this succulent treat!



**MILWAUKEE FILM
FESTIVAL**

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

MILWAUKEE JOURNAL SENTINEL PRESENTS
**MILWAUKEE
FILM FESTIVAL**
SEPT. 24 - OCT. 8, 2015

**EDUCATION
SCREENINGS**



The Mitten
France/Belgium, 2014
Director: Clémentine Robach

Based on a Ukrainian folk tale (most familiar from Jan Brett's adaptation), this animated film tells the story of a little girl who thinks of a creative way to keep the animals outside warm during the snowy winter nights.



Zebra
Germany, 2013
Director: Julia Ocker

Something is definitely wrong with this zebra's stripes. Sometimes they're not even stripes! What can be done to get this pattern back to normal?



The Last Leaf
Canada, 2014
Director: Gwyneth Christoffel

A cute little caterpillar runs into big trouble trying to get the last delicious leaf off of a very tall tree.

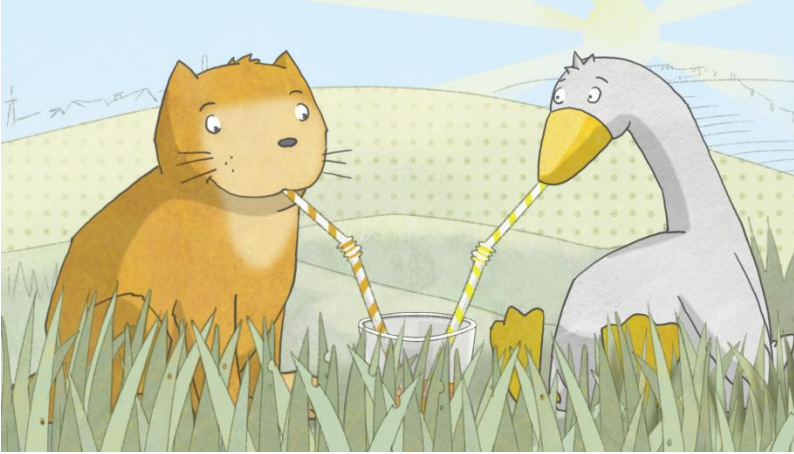


**MILWAUKEE FILM
FESTIVAL**

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

MILWAUKEE JOURNAL SENTINEL PRESENTS
**MILWAUKEE
FILM FESTIVAL**
SEPT. 24 - OCT. 8, 2015

**EDUCATION
SCREENINGS**



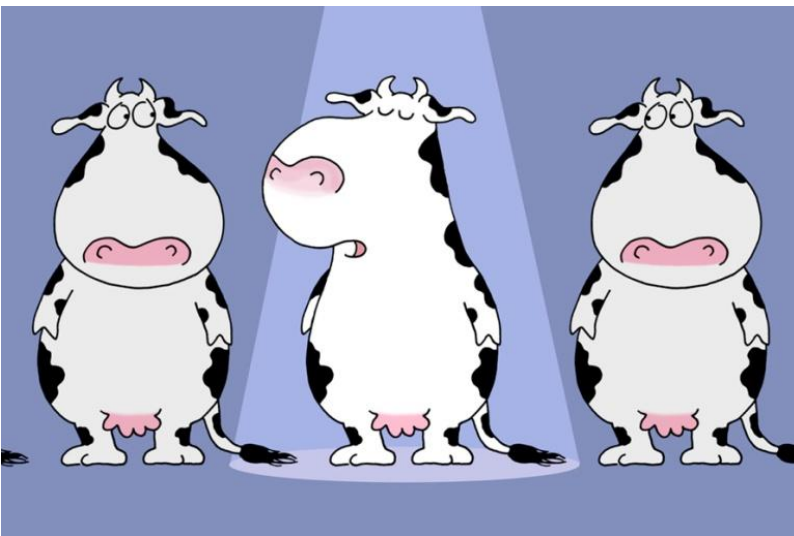
Fred and Anabel
Germany, 2014
Director: Ralf Kukula

The unusual, yet warm friendship between Fred, a cat, and Anabel, a goose, is put to the test when it comes time for Anabel to travel south with her flock for winter.



Astronaut-K
Switzerland, 2014
Director: Daniel Harisberger

An unlucky (and incredibly clumsy!) astronaut lands on a deserted planet. His only hope for survival is to adapt to the alien environment.



Cows (Moosic Video)
USA, 2014
Director: Sandra Boynton

This animated MOO-sic video from everyone's favorite kids author, Sandra Boynton, is a toe-tapping, tail-flicking, udderly good time. You'll have the song stuck in your head for days to come!



**MILWAUKEE FILM
FESTIVAL**

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



How to Read a Film: Questions to Consider for *Shorts: Animals!*

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 little monkey in The Law of the Jungle? Was his sly trickery good or bad? Why?

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 the nervousness that comes with going to a new school. Themes from the shorts might include natural habitats, animal behavior, animals acting like humans, creative problem solving, friendship, 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.



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 animals, 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, CGI, hand-drawn) and live-action
 - 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.



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



NAME: _____

My Favorite Short Film

Illustration

A large empty rectangular box for drawing an illustration.

My Favorite Short Film's Title: _____

Eight horizontal lines for writing the title of the favorite short film.



**MILWAUKEE FILM
FESTIVAL**

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



Unreliable Perspective: One Image, Many Stories

English Language Arts/Visual Art Activity

Teacher Resources

- Activity Sheet: "One Image, Many Stories" (A sample of a writing and an illustrating sheet are included here.)

⇒ **TEACHERS!** This activity is inspired by several of the short films. Most notably, in *Astronaut-K* and *The Present*, the plotlines reach their turning points and resolve when the audience is invited into seeing key visual details that help explain the main characters' struggles. When audience members are cleverly deceived by only seeing part of the whole picture, they naturally try to fill in the story in their heads, drawing conclusions as to why the main characters acted or spoke in a certain way (i.e. the boy is angered and ignores the new puppy). Upon being let in on the film's previously omitted key details (as the boy stands up; as the camera pans out on the scene with the koala), the audience gains true perspective and can accurately understand the story from a refreshed and reliable perspective.

Activity

Students will work individually taking a single image of an object and building a complete picture and story inspired by it. Students will each use the same image, but will see at the project's completion that one image can create many stories. Students will begin with the "part" to create the "big picture".

Directions

1. Lead a discussion to remind students of the films *Astronaut-K* and *The Present*. Discuss what happened throughout each film, how the characters acted, and details they noticed in the setting and as part of the plotlines. Most importantly, reflect on the key details toward the end of each film that surprised students and helped them understand or change their minds about the characters' motivations. Ask students what they thought was happening during the film and how "seeing the big picture" helped them to fully understand and appreciate the film.
2. Tell students that you will ask them to create a story starting with and inspired by a shared image. They will create both a picture as well as a written story or description. (You may want to model this first as a whole group with a different image than you will provide to students. Draw and model students' various ideas, which can show diversity in setting, genre, and characters.) The image you choose **MUST** be the same for all students.
3. Share an image of an object with them that they will use in their "big picture". The image can be anything, but chosen ahead of time and something with which all students can understand and connect. Examples: person, animal, landmark, plant, structure/building

Options include:

- Give them an image that they will glue down as part of their picture.
- Show them an image that they may recreate in their own picture (i.e. project image on a screen, display where all can see, or share via tech device, and students add it as they see it fitting into their picture).

(continued on next page)



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



4. Share with students that the “big picture” they create will use the image, and the image may be a focal point of their story, or just a detail. The “big picture” visual art they will create will then accompany a written version of their story. Options for you to consider or to offer as a choice for students:
 - Genre (Realistic? Fantasy?)
 - Setting (Does the image determine setting? Is the setting influential in the story?)
 - Characters (What characters will you place in the picture?)
 - Tone (What feeling do you want an audience to get when they see your picture?)
5. Allow students to go work individually with drawing and art materials. (Distribute one image per student at this time, if handing them out.) Students include this one image as part of the big picture, using “Activity Sheet: One Image, Many Stories” (included in this packet). For students who need further prompting, ask questions such as:
 - Where would you find this object in your image?
 - Who might find/touch/interact/use this object in your image?
 - Do you want to tell a funny or serious story? Realistic or fantasy?
6. When finished with the “big picture”, including the original image, allow students writing time (lined writing paper included) to share the story of their big picture. Options include:
 - Writing a narrative
 - Choosing to write in any fictional genre
 - Describing the story taking place in the “big picture”
 - Using technology to record storytelling (saved, in order to share)
7. When “big pictures” and accompanying written (or recorded) pieces are finished, have students share their products with each other, as part of a whole or small group.
8. Reflect together: Although each student started with the same image, everyone ended up with his or her own “big picture” and story they were inspired to tell. While everyone saw *part* of the story, the *whole* story came together when students filled in the rest of the details. Out of one image came many stories.



NAME _____

Activity Sheet: One Image, Many Stories

Illustration

A large, empty rectangular box with a thin black border, intended for a student to draw an illustration related to the film.



Standing Out from the Crowd: Lambs and their Amazing Technicolor Wool Coats

English Language Arts/Visual Art/Guidance Activity

⇒ **TEACHERS!** This activity is inspired by many of the short films in this program, notably *Lambs*, *Zebra*, and *The Present*. Each of these films pondered the idea of difference, whether it was a lamb who moored and sheared his wool in polka-dotted color, a zebra whose stripes changed pattern, or a boy and his dog who were differently abled, each character found acceptance within themselves or from their community. Some were even celebrated for their uniqueness and difference. In your classroom, your students bring individual talents, abilities, and interests to their classroom community. They may be artists, athletes, leaders, builders, writers, or academically gifted. They may also stand out in ways that can be challenging when seeking acceptance in their community. This activity acknowledges and celebrates those differences and identities in a positive way.

Activity

Students will work individually to create artistic expressions of their uniqueness and individuality by decorating a “bubble”/block letter of their first name initial. Using a paper letter, students may write, draw, paint, or make a collage showing words and images that share what they believe makes them stand out from the crowd. Students may focus on one aspect of their lives (basketball player) or incorporate many different aspects (favorite things, where s/he lives, hobbies, interests, etc.). When finished, letters may be hung up in a shared space where all students can see and appreciate one another’s uniqueness.

Directions

1. Lead a discussion to remind students of the individual films mentioned above, so they are aware of the common themes of difference, acceptance, and celebration of uniqueness.

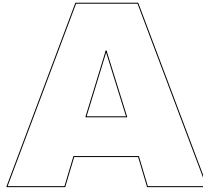
Discuss with students:

- How the main characters were considered “different” in each film? (Examples include: the lamb’s mooing and haircut, the zebra’s pattern, and the boy’s and his dog’s physical disabilities.)
 - How did the characters feel about their differences?
 - How did their communities feel about their differences?
 - What were the effects of their differences? Were there things they were not able to do? Did it matter that they did some things differently? (Cause/effect)
 - How do you feel about their differences?
2. Recognizing the celebration of difference in the zebra community (as opposed to being ostracized) and acceptance and pride in the other films, share the idea that students will be celebrating what makes them stand out from the crowd. Either as a whole group, or turn and talk with a partner, do some sharing of unique qualities: talents, abilities, interests, differences. (If it helps to model it on yourself for the class, include that as part of this step.)

(continued on next page)



3. Students will make (or receive teacher-made or printed letters) their first name initial as a big “bubble” or block letter such as this:



4. In the open space of their letter, students will fill in their ideas of what makes them unique. Options for this project include:
 - Use words, pictures, and/or symbols
 - Use various artistic materials or formats: collage, paint, watercolor
 - Choose a variety of ideas (many things about me) or stick to one (I am a piano player)
 - Cut out outline of letter and/or glue it to construction paper to mount it
 - Display in classroom, hallway, on lockers, etc.
5. When finished, have students share their letters and what they put inside of them, showing what makes them stand out from the crowd. Do this as a whole group, putting the emphasis on celebrating each student as s/he shares.



Anthropomorphism: When Elephants Ride Bicycles and Koalas Wear Spacesuits

English Language Arts/Visual Art/Guidance Activity

⇒ **TEACHERS!** This activity is inspired by many of the short films in this program, and focuses on the concept of **ANTHROPOMORPHISM**. According to Merriam-Webster, anthropomorphism is “an interpretation of what is not human or personal in terms of human or personal characteristics”. In other words, anthropomorphism is a storytelling device in which animals take on human characteristics or traits. Examples of this are abundant, especially in children’s literature and films. This activity serves to introduce students to this storytelling device, to understand why it is used in storytelling, and to apply that knowledge to an animal that students anthropomorphize for the purpose of teaching their audience a lesson and/or to explore challenging or unfamiliar topics.

Activity

Students will work individually to create an anthropomorphized animal character of their choosing. Then students will use their character to interact and play-act to explore a variety of situations designated by the teacher (examples in lesson).

Directions

1. Share with students that this year’s film selections featured animals as main characters. The problems these animals face drive the narrative for each film. In many cases, animals take on human characteristics (walk, talk, act like humans) and are ascribed human traits, feelings, and personality types. Tell students that when animals act like humans in stories, we call this **ANTHROPOMORPHISM**. Write the word on the board or on display where kids can see it and play around with sounding it out.
2. Ask students if they can make some connections to stories or books they know or have read in which animals have been anthropomorphized. Think popular folktales, fairytales, fables, Disney films, picture books, etc. Then, take one example offered by a student that is familiar to the whole class (perhaps a read aloud you’ve shared in class) and pinpoint how the animal in that story is anthropomorphized. Reflect on: Can this type of animal do this in real life? For example:
 - The animal talks
 - Animal wears clothes
 - Animal is married or has a human-like family
 - Animal has human worries, experiences, and interactions (friends, money, goes to work/school)

(continued on next page)



3. Lead a discussion to remind students of the individual films in which we see animals anthropomorphized. Share the film and have students come up with ways the animals were anthropomorphized in that particular film. Several examples include:
 - *Astronaut-K* (koala as astronaut)
 - *Cows: Moosic Video* (cows as stage performers)
 - *The Little Hedgehog* (neighbors who share food)
 - *The Law of The Jungle* (clever monkeys who argue over fairness)
 - *The Elephant and The Bicycle* (elephant as public works employee)
 - *Fred & Anabel* (kids who play together)
4. Now that students are familiar with the term **ANTHROPOMORPHISM**, turn the discussion to ponder why it is used in storytelling, particularly in these films. Include and highlight some of these reasons:
 - It is a storytelling device that is popular in cultures all over the world
 - Seeing animals dealing with problems makes the reality of the problem less threatening to the audience, especially if a story centers on a problem that is powerful, painful, or scary
 - It helps the audience explore a problem, issue, or challenge in a safe and familiar way
 - Using animals can help teach an important lesson
 - Sending an animal character in to deal with a story's problem allows the audience to explore unfamiliar territory without having to directly face it themselves
5. Many of these films had messages about being a good friend and kind community member. The hedgehog shared his apple, the elephant gifted his bicycle to a girl, and Fred the cat and Anabel the duck taught us about friendship. Share with students that now they will choose an animal to anthropomorphize.
6. Each student will be asked to pick an animal to draw. It can be any animal they know and want to draw (a pet, wild animal, extinct animal, insect, etc.). Their first challenge will be to anthropomorphize the animal's physical look. This may include putting clothes on the animal, or giving it human objects to wear/carry, such as glasses, a backpack, hair bow, headphones, necktie, etc. Give students paper to create their animal, and let them know that when finished, they will be cut out to be used for the next step.

(continued on next page)



7. Next, when students are done drawing, ask the students to cut out their animals. They will be used in a context like puppets or paper dolls.
8. When all animals are ready, divide students up into partners or small groups. In these small groups, students will use their animals as characters to role-play a variety of situations explained by the teacher. Students will use their animals to explore these situations by interacting with the other animal characters in their group, providing their own animal's voice and personality. (Model this with the whole group using volunteers to help show expectations.) The teacher then gives the students a situation to role-play and explore using these animal characters. Making them specific to your student population and school inspires connection and authenticity. Some situation examples to use may include topics such as:
 - Friendship/Making friends
 - New school
 - Trying something new (food, activity)
 - Growing up
 - Dealing with siblings

After each situation, reflect on what groups discussed, explored, and discovered about how to handle new and challenging situations. Rotate groups for fresh experiences and characters, or try a whole group situation or story to end the activity. Remember important ideas throughout the year by displaying all of these characters in your classroom along with the ideas and themes your class explored (friendship, sharing, kindness, patience, etc.).



Common Bonds: Say Cheese! Our True Class Photo

English Language Arts/Visual Art/Guidance Activity

Teacher Resources

- Activity Sheets: "Say Cheese! Our True Class Photo" (Two types of templates are included for ease of preparing materials. These are optional and do not need to be used to do the activity.)

⇒ **TEACHERS!** This activity is inspired by several of the short films, most notably, *Bunny New Girl*, in which a self-conscious girl is accepted into her class after she started out as "different". While one classmate was outright mean to her, and most others waited back passively, one kind student bravely offered her friendship by creating a commonality (the mustaches). Eventually, this moment became the foundational piece that linked the class together as a newly defined community. This activity encourages students to each create a fun and creative commonality, and then make a lasting memory through a class photograph.

Activity

Students will discuss the film *Bunny New Girl*. Then, students will decide on a creative element they would wear or share in a fun class photo. Students will add their own creative ideas and design to that object and then take a class photo wearing or sharing it.

Directions

1. Lead a discussion to remind students of the film *Bunny New Girl*. Some prompting questions to spark discussion:
 - At first, why did you think the girl was hiding behind a bunny mask?
 - Have you ever been a new student at a school? How did you feel on your first day?
 - How did her classmates react to her when she was wearing the mask? How did they react when it snapped off and revealed her face?
 - Why do you think the girl sitting next to her drew on her own face?
 - Why do you think all of the students drew on their faces?
 - What did you think of the class photo?
 - How did the new girl feel at the end of the film?
2. Explain to students that all of the students connected and redefined themselves as a community by bonding through drawing on their faces. Because they were all included (although the "mean boy" chose not to participate), they forged an important memory through a common bond. Today, students will choose a commonality to creatively design and share all together in your own class photo.

(continued on next page)



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



3. In *Bunny New Girl*, the class had mustaches in common. As a class, choose an object that you can wear or show, and that every individual can have in common. Some ideas include:
 - Glasses
 - Crowns
 - Bowties
 - Mustaches
 - Necklaces
4. Once the item in common is chosen, students create their own using any materials available (paper, glue, tape, paint, markers, colored pencils, etc.). For example, if the class chooses to make bowties, talk about the shape of a bowtie, or perhaps provide a template (see Activity Sheets), and then each individual student creates a bowtie using his/her own ideas, design, colors.
5. Once finished creating the object, join together for a class photo in which all students and their objects are visible. For memories throughout the year, print out the photo and make a display, perhaps surrounded by the objects students created.

POSSIBLE EXTENSIONS:

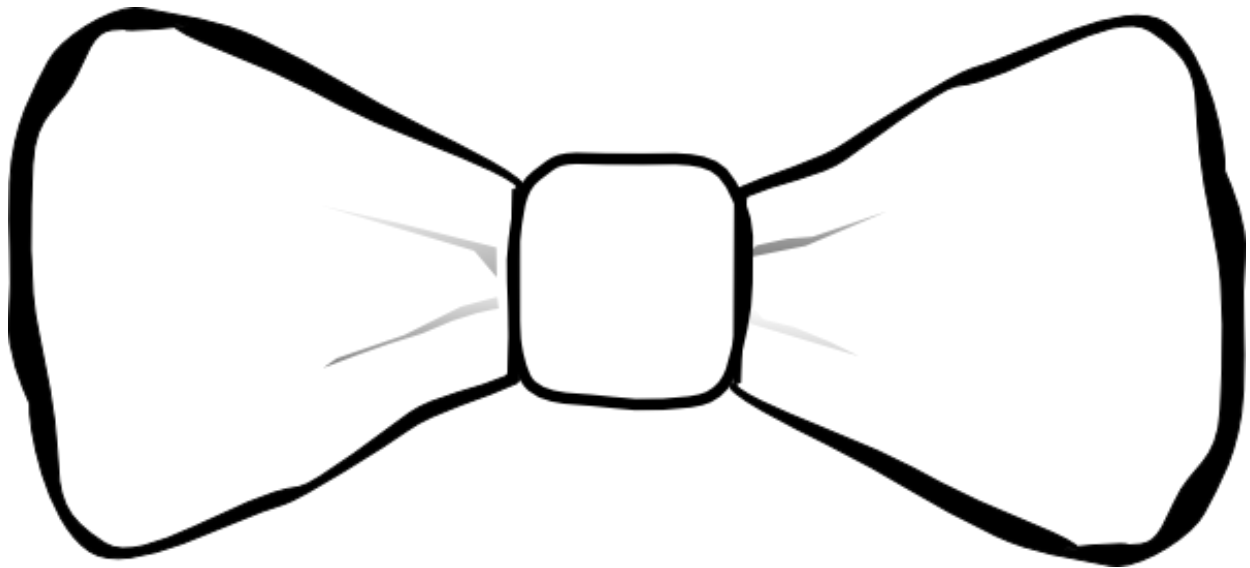
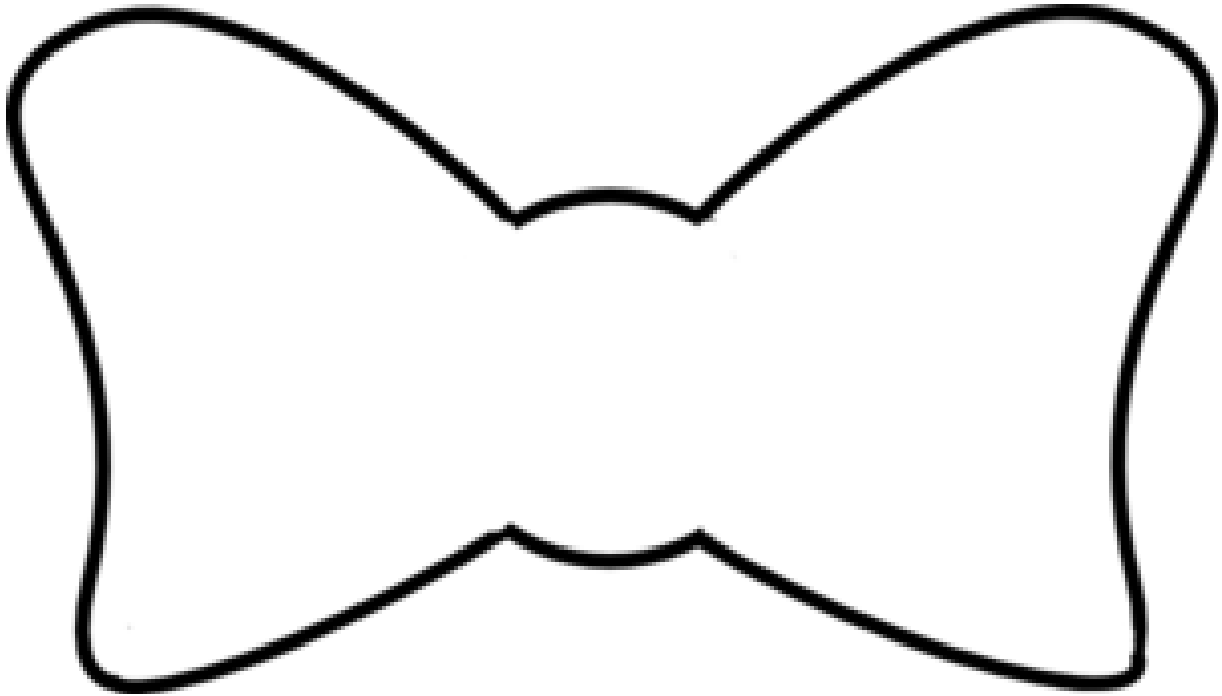
- Have students write about the object they chose and how they designed it.
- Students can create face masks like the new girl's bunny mask. How would they design it? What would their creative face look like?
- Further explore the themes of kindness towards others and acceptance of differences using characters from the film (mean boy, new girl, girl friend) as points of reference.

MILWAUKEE JOURNAL SENTINEL PRESENTS
**MILWAUKEE
FILM FESTIVAL**
SEPT. 24 - OCT. 8, 2015

**EDUCATION
SCREENINGS**

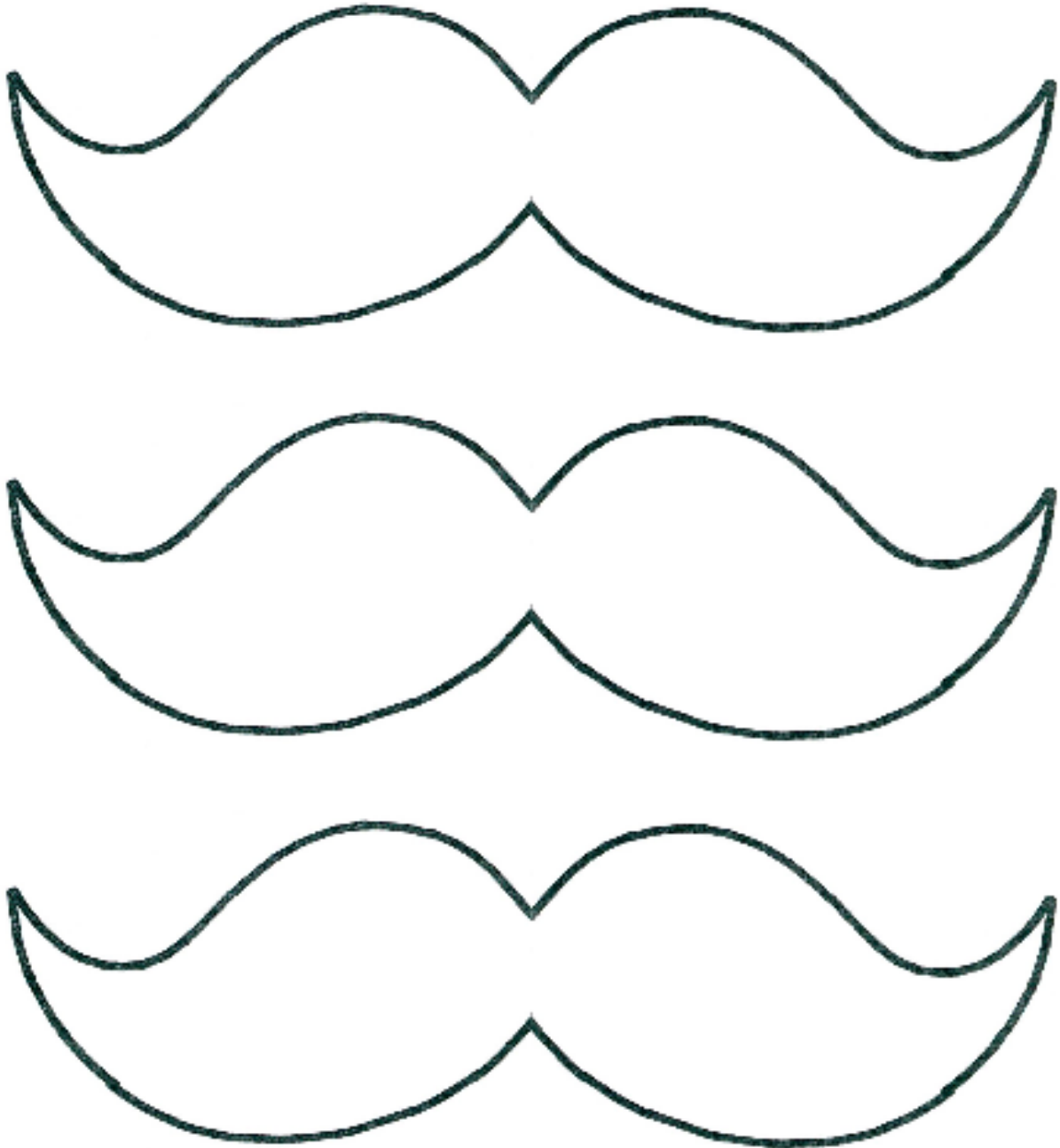


Activity Sheet 1: Say Cheese! Our True Class Photo





Activity Sheet 2: Say Cheese! Our True Class Photo





Exploring the Theme: Remarkable Cows...And Other Animals!

English Language Arts/Visual Art/Science Activity

Teacher Resources

- Activity Sheet: "Remarkable Cows...And Other Animals!"

⇒ **TEACHERS!** This activity is inspired by all of the short films in this program; the uniting theme this year is *Animals!*. This activity has many possibilities in terms of length and depth. Students can have the opportunity to use any technology available to them, and teachers may extend and expand the core activity in numerous ways, some of which are shared below.

Activity

Students will work individually to imagine if they made a movie about their favorite animal (or pet, or researched animal), what would it be about? Students will decide on an animal, its main problem in the plot, and how the animal resolves that problem. To share their ideas, students will create a storyboard or comic strip sharing these three story elements.

Directions

1. Lead a discussion to remind students of the individual films, so they are aware of the *Animals!* theme throughout the whole program. Have students recall favorite and/or memorable animal characters (i.e. the cows in the Moosic Video who called themselves remarkable). Ask students if they saw any of their favorite types of animals in the films. Did they see any that were the same as their own pets (i.e. cat, puppy, hedgehog)? Which animals made you laugh? Which animals made you sad/mad/frustrated/emotional/etc?
2. Ask: "The filmmakers enjoyed making films about animals and using animals as their main characters. If you could make a movie using an animal as a main character, which animal would you choose and why?" Discuss.
3. Give students their challenge: Tell students that they will participate in the same process as real filmmakers do as they begin to create a movie. Using the brainstorming and ideas just discussed, if you could make a movie about a favorite animal (or pet, or researched animal), what would it be about?
4. Explain to students: "To show your idea for your film, you will create a storyboard, which is like a comic strip showing the most important events in your film's story." Share that students will need to choose an animal, a problem that animal faces, and how that problem is solved. From there, students can fill in details to create a story. Model an example together, i.e.:
 - Character: A frog
 - Problem: Other frogs in the pond always catch all the flies first, leaving him none.

(continued on next page)



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



- Solution: The frog invents a fly catching machine that catches enough flies for all the frogs in the pond, including him.
 - Then model how to sketch a storyboard, showing how to draw the main events of the story as the storyboard progresses.
5. Send students off to brainstorm their animal character, the problem and the solution. Once approved by the teacher, give students the storyboard sheet (Activity Sheet included) to begin sketching their storyboard. If more frames are needed, have students use a second storyboard sheet. Use any drawing materials available.
 6. When finished, have students share their storyboards as a whole group, highlighting the three story elements (animal character, problem, solution) included in the story.

Alternatives and extensions to this project:

- Work in partners or a small group
- Do a comic strip instead of a traditional storyboard
- Use online comic strip makers such as bitstrips.com or comiclif.com
- Instead of picking a favorite animal, have students research an animal of interest
- Inspired by the Australian films in the program, have students pick an animal from Australia to research and use in their storyboards
- Students write their film storyline, or turn it into a script
- Students have choice of genre (realistic, fantasy)
- Continue the process after storyboarding to make the film! Use video recording equipment and software to develop a short film (live action, stop motion, animation).



NAME: _____

Activity Sheet: Remarkable Cows...And Other Animals! Story Board



**MILWAUKEE FILM
FESTIVAL**

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



2015 ESSAY CONTEST

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

Submission Details:

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

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

- Submissions must be postmarked by November 16, 2015
- Teachers of winning entries will be notified by November 30, 2015 and we will coordinate a date/time to present the award to the student. Due to anticipated volume, we unfortunately cannot inform all submissions' teachers or provide feedback on writing.

Essay Prompt—Grades 1-3:

You saw a number of short films at the film festival. Write a short essay that explains which film was your favorite and why. Be sure to be detailed in explaining your reasons.

Essays should be a minimum of three sentences and a maximum of ten sentences 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 use the "My Favorite Short Film" activity in this packet for a first draft or prewriting activity. After they have completed a first draft, feel free to have them workshop their writing and revise/edit their work accordingly.



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



MILWAUKEE FILM ESSAY CONTEST RELEASE FORM

Include a completed copy of this slip with each submission for the 2015 Essay Contest. Please type or print legibly.

Student Full Name _____

Teacher Full Name _____

Teacher Email _____

Teacher Phone Number _____

School Name _____

I hereby authorize the above named child's writing to be submitted for consideration in the Milwaukee Film 2015 Essay Contest:

Parent/Guardian Signature _____ **Date** _____

Parent/Guardian Full Name (printed) _____

MILWAUKEE FILM ESSAY CONTEST RELEASE FORM

Include a completed copy of this slip with each submission for the 2015 Essay Contest. Please type or print legibly.

Student Full Name _____

Teacher Full Name _____

Teacher Email _____

Teacher Phone Number _____

School Name _____

I hereby authorize the above named child's writing to be submitted for consideration in the Milwaukee Film 2015 Essay Contest:

Parent/Guardian Signature _____ **Date** _____

Parent/Guardian Full Name (printed) _____



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