



# EDUCATION SCREENINGS

## Shorts Program 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 our 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. I have also emailed these activities to you as PDF and Word document versions. Let me know if you need those attachments again or 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 short films into your own 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 or theatre-going experience or even your own anecdotal, narrative accounts. **We should receive this evidence of your integration of the screening into your classroom by November 1, 2013.** 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 writings, drawings, and activities 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](mailto:cara@mkefilm.org) or by mail to:

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

All screenings of this shorts program additionally fulfill the following Common Core Standards: SL1.1, SL1.2, SL1.3, SL1.4, SL1.6; SL2.1, SL2.2, SL2.3, SL2.4, SL2.6; SL3.1, SL3.2, SL3.3, SL3.4, and SL3.6.

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

Cara Ogburn  
Education Manager, Milwaukee Film



### **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 and packs of elephants, and even giant Buddhas in the main theater. Another original feature of the Oriental Theatre is the Kimball Theatre Pipe Organ in the main theatre that rises from the orchestra pit every Saturday evening before the 7:00pm show 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.



# EDUCATION SCREENINGS

## How to Read a Film: Questions to Consider for Films in Our Shorts Program

*Common Core ELA Literacy Standards: RF1.1, RL1.1, RL1.4, L1.4, L1.6, RF2.3-2.4, RL2.1, RL2.4, L2.4-2.6, RL3.1, RL3.4, RF3.4, L3.4-3.6*

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, plot/narrative structure, character development, and conflict. For example, how would the students define Paulie and Tony? 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 boy’s adventures and also about a larger concept like family. Themes from the shorts might include family, friendship, belonging, 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 the Movie Review activity.*

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 the Movie Review activity.*



# EDUCATION SCREENINGS

## Movie Review: Fact and Opinion

**Common Core English Language Arts Standards:** RL.1.2-3, RL.2.2, RL.2.5, RL.3.2, RL.3.5, RL.3.6, RF.1.1, W.1.1, W.1.5, W.1.8, W.2.1, W.2.5, W.2.8, W.3.1, W.3.4-5, W.3.8, W.3.10, SL.1.1-4, SL.1.6, SL.2.1-4, SL.2.6, SL.3.1-3, SL.3.4, L.1.1-2, L.1.6, L.2.1-2, L.2.6, L.3.1-3

**Activity Length:** Multi-Day Activity using Reading Comprehension and Writing skills

## Description

An important part of understanding various art forms 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 make sure you are prepared for the inevitable follow-up question: *Why?* This activity helps students differentiate fact and opinion through the use of *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 feelings about the film. As a writing extension, students will 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. The students should write down three facts from the shorts (they can be from different films).
3. Then the students should write their overall opinion of one of the shorts. Ask them what types of words they used to help them better understand their description of their opinion.
4. 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. **First**, they must write the **introductory sentence**, which tells the reader the name of the film, the year the film was made, and the director of the film. **Next**, the **body of the review** will have 3-5 sentences explaining their opinion with supporting facts (examples) from the film. (Example: "The film was funny, because when the bird was chasing the leaf, the fox was never able to catch him.") **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.")
  - a. **Note:** These parts of the review can be taught in mini-lesson stages, giving the 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.
5. Complete a final, clean copy to display or share in class.
6. Have students read their opinion to the class. This could be enhanced with the third discussion question from the How to Read a Film handout in this packet.



# EDUCATION SCREENINGS

## Shorts Word Search

*Common Core ELA Literacy Standards* : RL1.1-1.3, RL1.5, RL1.9,SL1.1-1.4, RL2.2-2.3, RL2.7, RL2.9, SL2.1-2.4, RL3.2-3.4, RL3.7, RL3.9, SL3.1-3.4

### TEACHER'S ANSWER KEY

1. In *Colosse - A Wood Tale*, the bird brings the Colossus back to life by pecking a (heart) onto his chest.
2. The bird thinks the leaf is its (friend) in *The Little Bird and the Leaf*.
3. In *Eskimal*, the main character tries to protect the sky and his glacier from pollution with his companion Morsa the (walrus).
4. In *Big Mouth*, Trudy tells people the (truth) about the way they look.
5. Paulie thinks Tony stole a book from the (library) in order to cheat in the (essay) contest.
6. In *My First Spellbook*, Katy is a little girl who wants to be a witch and her favorite animal is the (spider). When she gets mad at her teacher she makes her (sneeze) by snapping her fingers.
7. In *The Fox and the Chickadee*, a little chickadee convinces a fox to not eat her by tricking him into thinking she will get him into the farmer's (chicken coop).
8. After being bullied by the crows, Wing builds a (catapult) and a mechanical wing to launch himself into the air in hopes of flying.
9. In *Shame and Glasses*, Mirko's teacher is reading a (newspaper) when she catches him peeking at a classmate's test paper.
10. In *Chinti*, the ant is knocked off the soda can by a (stamp) with a picture of the Taj Mahal on it.



MILWAUKEE FILM  
FESTIVAL

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O W C I J R G K U V W K M W F  
F P O Z S S W A L R U S S M R  
K M T R U T H R M X K C I W I  
H L L X G W F X K N S E U I E  
E R A S P I D E R Y N M U H N  
A C K T M G Z R B C E L N T D  
R H S A P A K P H S E U K N A  
T Z J M K M O W P R Z K O E F  
Q E U P N R C N U S E C I W P  
P S P D H H J E L I Y B J S J  
B S L I B R A R Y L A F M P E  
Q A D C N F L L R V P G O A W  
B Y K H C A T A P U L T U P P  
I D H A Q Y R H Y R P T B E E  
N C H I C K E N C O O P P R N



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## FILL IN THE BLANK

**Directions:** Fill in the blank. Then look for the word in the word search. Words are hidden horizontally and vertically, not upside-down or backwards.

1. In *Colosse - A Wood Tale*, the bird brings the Colossus back to life by pecking a \_\_\_\_\_ onto his chest.
2. The bird thinks the leaf is its \_\_\_\_\_ in *The Little Bird and the Leaf*.
3. In *Eskimal*, the main character tries to protect the sky and his glacier from pollution with his companion Morsa the \_\_\_\_\_.
4. In *Big Mouth*, Trudy tells people the \_\_\_\_\_ about the way they look.
5. Paulie thinks Tony stole a book from the \_\_\_\_\_ in order to cheat in the \_\_\_\_\_ contest.
6. In *My First Spellbook*, Katy is a little girl who wants to be a witch and her favorite animal is the \_\_\_\_\_. When she gets mad at her teacher she makes her \_\_\_\_\_ by snapping her fingers.
7. In *The Fox and the Chickadee*, a little chickadee convinces a fox to not eat her by tricking him into thinking she will get him into the farmer's \_\_\_\_\_.
8. After being bullied by the crows, Wing builds a \_\_\_\_\_ and a mechanical wing to launch himself into the air in hopes of flying.
9. In *Shame and Glasses*, Mirko's teacher is reading a \_\_\_\_\_ when she catches him peeking at a classmate's test paper.
10. In *Chinti*, the ant is knocked off the soda can by a \_\_\_\_\_ with a picture of the Taj Mahal on it.

Newspaper      stamp      heart      newspaper      friend      essay  
spider      library      chicken coop      sneeze      walrus  
catapult      truth



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*Find the words from the Fill in the Blank worksheet in the Word Search below:*

O W C I J R G K U V W K M W F  
F P O Z S S W A L R U S S M R  
K M T R U T H R M X K C I W I  
H L L X G W F X K N S E U I E  
E R A S P I D E R Y N M U H N  
A C K T M G Z R B C E L N T D  
R H S A P A K P H S E U K N A  
T Z J M K M O W P R Z K O E F  
Q E U P N R C N U S E C I W P  
P S P D H H J E L I Y B J S J  
B S L I B R A R Y L A F M P E  
Q A D C N F L L R V P G O A W  
B Y K H C A T A P U L T U P P  
I D H A Q Y R H Y R P T B E E  
N C H I C K E N C O O P P R N





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## Bullying: M&M's Are All the Same

*Common Core State Mathematics Standards:* A1.5; MD1.4; MD2.9; 2.10; MD3.4

*Common Core State Social Studies Standards:* E.4.1-4.4, E.4.9, E4.14

Many of the shorts deal with issues about bullying and pointing out how people are different. In *Big Mouth*, Trudy didn't realize that what she was saying was hurting other people's feelings. She thought she was noticing differences in the world. While she was just being misunderstood, she was like everyone else on the inside. This activity demonstrates how looking different doesn't mean that we are different on the inside. We all feel sad and happy.

### Materials

M&M's of varying colors (need multiple large bags)

### Directions

1. Remind the students not to eat the M&M's as they go.
2. Separate the M&M's into colored piles and put them in containers.
3. Use the assigned colors list (below) to help the students choose their M&M's.
4. Have each student take 1 M&M for the category they fall into.
5. On the board, draw columns for each of the categories and create a color bar graph for the different student attributes. Remember to record the attribute colors on the graph before moving on to the next attribute.
6. At the end, have the students share how many of each color. This can be done on chart paper as a class, on a white board, chalk board, overhead, or recorded on a SMARTBoard. Point out to the students how different we all are in this one classroom.
7. Now allow the students to eat the M&M's. Ask them to eat one of each color in their pile. Do they taste the same or different?
8. Ask the students, "So the red one doesn't taste different than the yellow one?" Ask the students to draw a conclusion from this assessment. (The M&M's look different, but are all the same on the inside.) Use this application to discuss human difference.
9. Please adjust the chart below to work with your class. Maybe even talk about non-physical differences like shoe color, etc.

### *M&M Chart Suggestions (Mix and Match What Works)*

<u>Hair Color</u> 1 Blue – Blonde Hair 1 Green – Black Hair 1 Brown – Brown Hair 1 Orange – Red Hair 1 Yellow – Mixed Hair (Blonde/Brown; Red/Brown)	<u>Eye Color</u> 1 Blue – Blue Eyes 1 Green – Green Eyes 1 Brown – Brown or Black Eyes 1 Orange – Hazel Eyes 1 Yellow – Other Eyes	<u>Do They Take Hot Lunch?</u> 1 Red – Yes 1 Blue – No
<u>Glasses</u> 1 Red – Wears Glasses 1 Blue – Doesn't Wear Glasses 1 Yellow – Wears Contacts	<u>Skin Color</u> 1 Red – Light Skin 1 Yellow – Medium Skin 1 Blue – Dark Skin	<u>Hair Length</u> 1 Orange – Very Short 1 Red – Very Long 1 Blue – Medium 1 Yellow – Buzz
<u>Age</u> 1 Yellow – Above Average Age for Grade 1 Orange – Below Average Age for Grade 1 Brown – Average Age for Grade		



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## How Do I Move?: Using Puppets to Hypothesize

*Common Core Standards: Mathematics MD 1.1; 1.2; 1.4; 2.1; 2.2; 2.3; 2.4*

*Common Core Standards: Science A4.1, A4.2, A4.3*

*Colosse - A Wood Tale* is an animated film with art that looks like puppets. Puppets are difficult to use. Have you ever used a marionette? They are the most famous type of string puppets. Each limb and each section of the puppet needs strings in order to move. Not all the strings are the same length, either. Have you ever wondered how many strings it would take to move a puppet?

### Materials

Students bring in a stuffed animal or doll (Have some extras available. Beanie Babies work well)

String/Yarn

Ruler (for measuring)

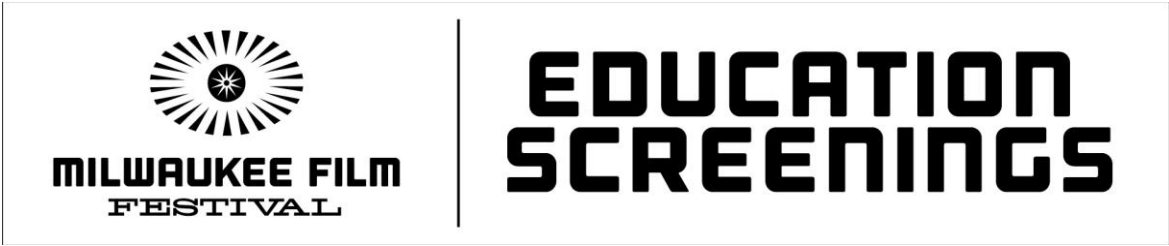
Glue (Elmer's glue or a Teacher Hot-Glue station, not glue sticks)

Popsicle Sticks (4-6 for each student)

### Directions

The students will take a familiar stuffed animal and turn it into a marionette. This is an investigative activity. The students should record their discoveries on the chart.

1. Have the students think about how to make their stuffed animal move using string or yarn. Before they make their puppets, ask them what makes a marionette work. Where would there need to be more string (bottom or top of the stuffed animal)?
2. First, have the students measure their stuffed animal pieces as listed on the chart. Use the measurement you are working on in class (millimeters or inches).
3. Then have the students glue 2 X shapes with their popsicle sticks. Explain that one will be for one part of the body and the other one for the other half of the body.
4. Explain to the students that they will have to measure string and attach it to their stuffed animal or doll to make the arms and legs move and the animal walk, like in the movie.
5. Pose this question about the length of the string: will the string for the legs need to be longer than the string for the arms? Which will be closer to the top? What if the animal walks on all fours (this should be determined during measuring or discovered by measuring if the legs are all the same length)? Have the students make educated guesses about what they will need in order to make their animal walk. They should record these in the box "Amount I Think I Need."
6. Allow for the students to try a few different lengths until they can make their animals legs and arms move with the cross marionette at the top. They should attach the string to the cross bars. They can either tie them with help from a teacher, if necessary or they can glue them the same way they did with the cross sticks. One for the lower half of the body and one for the upper half of the body. Allow for the students to be creative.
7. Follow up the creation of their own stuffed animal marionettes with observations they made about the length of the string. They should record their final string measurement in the "Amount I Need" column. If they did not use any for the head or the body, they do not have to record an amount.
8. Discuss what they learned about making a puppet. Record these on the board and help the students write a conclusion about their experience.
9. As a further extension, have the students get into small groups and create their own short story play using their stuffed animal puppets.



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

Item	Measurement	Amount I Think I Need	Amount I Needed
Head to Feet			
Shoulder to Arm			
Foot to Hip			
Head to Shoulder			
Body of Animal			

What did you learn about making a puppet?

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