



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

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

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



***Song of the Sea* Curriculum Packet Contents**

Viewing the film *Song of the Sea* will allow students to consider a variety of subjects relevant to your curriculum, including interpreting fictional and folkloric narratives, social and emotional learning concepts and cultural exploration! The following activities are designed to connect students' experience with *Song of the Sea* to relevant concepts, texts, and themes while employing higher order thinking skills:

Before and at the screening:

◆ Let's Go To The Movies!: Preview *Song of the Sea*

Common Core-English Language Arts (CC-ELA) Literacy Standards: RI.4.7, RI.6.7, RL.6.4, RL.6.7, W.4.1, W.5.1, W.4.4, W.5.4, W.6.4, W.4.7, W.4.8, W.5.7, W.5.8, SL.4.1, SL.5.1, SL.6.1, SL.6.2, SL.4.4, SL.5.4, SL.6.6, L.4.1, L.5.1, L.6.1, L.4.3, L.5.3, L.6.3

◆ The Oriental Theatre: A Historic Milwaukee Landmark

After the screening:

◆ How to Read a Film: Questions to Consider for *Song of the Sea*

CC-ELA Literacy Standards: SL.4.1-5, SL.5.1-4, SL.6.1-3

◆ Movie Review: Fact and Opinion

CC-ELA Literacy Standards: RL.4.1, RL.5.1, RL.6.1, W.4.1, W.4.4-5, W.5.1, W.5.4-5, W.6.4-5, SL.4.1, SL.4.4, SL.5.1, SL.5.4, SL.6.1, L.4.3, L.4.5-6, L.5.3, L.5.5-6, L.6.3, L.6.5-6

◆ Creating Your Own Myth: Magic, Metamorphosis, and Meaning

CC-ELA Literacy Standards: RL.4.1-4, RL.4.7, RL.4.9, RL.5.1-5, RL.5.7, RL.5.9, RL.6.1-5, SL.4.1-6, SL.5.1-5, SL.6.1-6, W.4.3-9, W.5.3-9, W.6.3-9

◆ Celtic Mythological Characters: Selkies and Faeries and Macha...OH MY!

CC-ELA Literacy Standards: RL.4.1-4, RL.4.7, RL.4.9, RL.5.1-5, RL.5.7, RL.5.9, RL.6.1-5, SL.4.1-6, SL.5.1-2, SL.5.4-5, W.4.2, W.4.4-9, W.5.2, W.5.4-9, W.6.2, W.6.4-9

◆ Family Heirlooms: Bronagh's Shell

CC-ELA Literacy Standards: RL.4.1-4.4, RL.4.7, RL.4.9, RL.5.1-5, RL.5.7, RL.5.9, RL.6.1-5, SL.4.1-6, SL.5.1-5, SL.6.1-5, W.4.3-9, W.5.3-9, W.6.3-9

◆ The Song of The Sea: Between The Here, Between The Now *CC-ELA Literacy Standards:* RL.4.1-4, RL.4.7, RL.4.9, RL.5.1-5, RL.5.7, RL.5.9, RL.6.1-5, SL.4.1-6, SL.5.1-2, SL.5.4-5, W.4.3-9, W.5.3-9, W.6.-9

◆ Collecting Narratives: Mum's Stories, Our Stories

CC-ELA Literacy Standards: RL.4.1-4.4, RL.4.7, RL.4.9, RL.5.1-5, RL.5.7, RL.5.9, RL.6.1-5, SL.4.1-6, SL.5.1-2, SL.5.4-5, W.4.3-9, W.5.3-9, W.6.3-9

◆ 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



Let's Go To The Movies!: Preview *Song of the Sea*

English Language Arts Activity

Teacher Resources:

- Film Poster: http://www.gkidsfilms.com/wp-content/img/song/sots_poster_new.jpg

- Film Trailer: <https://vimeo.com/110186057>

⇒ **TEACHERS!** The following activities are intended for use before your class visits the 2015 Milwaukee Film Festival Education Screening of *Song of the Sea*. By observing the film poster, previewing the film trailer, and engaging students in discussion regarding the film, students will build common background knowledge together. This will prepare them to engage confidently with film and to think critically while viewing the film itself.

Directions:

1. Explain to the students that they will soon be visiting the Oriental Theatre for an Education Screening at the 2015 Milwaukee Film Festival. They will be viewing a film entitled *Song of the Sea* that follows the story of Ben and his sister Saoirse (SEER-sha) on a magical quest to reunite their family.
2. Share the film's promotional poster (use link provided above). Ask students to observe the poster and to share what they notice. Use prompting questions such as:
 - Who do you think these characters are?
 - What is the setting?
 - What details do you notice in this picture that may be relevant to the film (what is the connection between the seals and the little girl)?
 - What other things do you notice on the poster (credits, film title, awards)?
3. After a discussion about the poster, have students predict what the film will be about. Students should take quiet time to write their predictions of the film. Continue to display the poster image during this activity so students can refer to characters or objects they notice.
4. Have some students volunteer to share their predictions, either by reading what they wrote, or summarizing their ideas for the class. (Note: These predictions can be revisited once students have seen the film. Analyze predictions for accuracy and further discussion.)
5. Explain that one way people learn of what a film is going to be about is through a film trailer. A trailer is essentially a film commercial that informs us of the basic storyline, introduces us to characters and setting, and intrigues us to want to see the film.

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6. Share that *Song of the Sea* is a film from Ireland, a country with different customs, traditions, beliefs and languages than ours. What do you already know about Ireland? What other details about Irish culture do you hope to learn about in the film?
7. Watch the film trailer (use link provided above) and discuss. Does the animation style remind you of any other films or shows you've seen? What do you notice about this movie that is different from other movies you've seen? Are you able to answer any questions you had after studying the poster?
8. Now that students have seen the film poster and film trailer, discuss the following:
 - What do you now know about the film?
 - What are you wondering about (I wonder how..., I wonder why...?)



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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How to Read a Film: Questions to Consider for *Song of the Sea*

What happens in the 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, is Macha a good character or a bad character?

What is the film about? What themes, morals, or messages come up in the film?

*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 sister and brother’s journey and also about a larger concept like grief. Themes from *Song of the Sea* might include family, grief, the power of storytelling and music, myths, heirlooms, and growing up.*

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

Discussing how students read the 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.

Sometimes when films have similar parts or pieces in their story, they form a collection of films with similarities called a *genre*. With animated films, they fall into a genre or category of animated films. What other genres do you think *Song of the Sea* might fall into? 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? This film is considered a feature length film. Did you like that the film was longer? 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 information that didn’t need to be there?

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.



Movie Review: Fact and Opinion

⇒ **TEACHERS!** An important part of a student's understanding of art is being able to articulate an opinion about a work, being able to ask: "Did I like it? Did I not like it?" And to be able to answer the inevitable follow-up question: "Why?" This activity helps students differentiate fact and opinion through considering *Song of the Sea*. Students will recall three 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 the film. Have the students evaluate whether or not they are facts or opinions. The students should write down three facts from *Song of the Sea*.
3. Then the students should write their overall opinion of the film. Ask them what types of words they used to help them better articulate their description of their opinion. How do the words you use for facts differ from those you use for opinions?
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 scary at times, because I wasn't sure if the kids would get home safely! The scenes were very suspenseful.)

***Note:** These 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. 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.")
6. Complete a final, clean copy to display or share in class.

Have students read their opinion to the class. This could be enhanced with the third and fifth discussion questions from the "How to Read a Film" activity in this packet.



Creating Your Own Myth: Magic, Metamorphosis, and Meaning

English Language Arts/Social Studies Activity

Teacher Resources

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

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

⇒ **TEACHERS!** This activity is inspired by the mythology that drives the narrative of the film *Song of the Sea*. Students were introduced to several characters and creatures from Celtic mythology. The conflicts and problems of those characters drove the narrative in the film. Mac Lir and Macha's myths helped Saoirse (SEER-sha) realize her abilities as a selkie*. Their myths explained the island off the coast of mainland Ireland and why the faeries were turned to stone. Cultural mythologies are stories ages old, likely created and shared to explain the universe or natural phenomena, to teach a lesson, or to express a societal value. In this activity, students will be creating their own mythological characters and using them in a starring role in a myth they create.

*A **selkie** is a Celtic mythological creature that appears to be a seal in the water, but takes on a human form once on land.

Activity

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

Directions

1. Hold a discussion as a whole group about the film, and specifically focus on the mythological elements found throughout the film. Some discussion points may include:
 - Characters: Mac Lir, Macha, selkies, faeries
 - Setting: culturally relevant to Celtic mythology
 - Magic: shell, faeries, flying, transformations
 - Plotlines: Saoirse as a selkie, Macha capturing all negative emotions in jars

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2. Together, discuss and learn the elements that make a myth, setting it apart from other traditional story genres. Have students volunteer their ideas on story elements based on their knowledge of mythology and from what they saw in the film. By the end of this discussion and learning, students should know and understand these ten elements of a myth. Each is followed by a brief explanation, and in italics is an example from the film. It may help to ask your students to take notes on "Activity Sheet 1: Element, Explanation, Example" for engagement and future reference purposes.
 - a. **Unknown Author:** Orally passed down through generations, myths' originating author is either untraceable or not a single source. (*No original author.*)
 - b. **Narrator:** Myths are typically told in the third person narrative, a point of view and voice outside characterization within the story itself. (*Audience follows narrative.*)
 - c. **Characters are supernatural or super human beings:** Often represented as gods and goddesses or characters with special and magical powers. (*Mac Lir, Macha, selkies, faeries*)
 - d. **Characters have human emotions:** These can be expressed as jealousy, mourning, anger, etc. (*Mac Lir's extreme sadness and suffering*)
 - e. **Characters may disguise themselves in other forms:** Some turn into humans, animals, or other objects. (*Selkies appear as seals in water, humans on land*)
 - f. **Setting:** The setting is usually culturally relevant, set within the culture's countries or regions (*Island off mainland of Ireland, city-Dublin*)
 - g. **Plot's Purpose:** A myth is told to explain the universe or natural phenomena, to understand human behavior, to teach a lesson, or to express a societal value. (*To be human is to balance sadness and suffering with joy and contentment*)
 - h. **Regular Storyline:** Myths follow typical storylines with a conflict and resolution contained within it. (*Saoirse needs her coat and song to save herself, free the faeries from stone, and realize her powers as a selkie, which she does*)
 - i. **Magic:** Supernatural abilities, events, and powers help myths transcend the everyday human experience. (*The shell, selkie transformations, flying, faeries' abilities*)
 - j. **Metamorphosis:** A character turns into something else, for better or for worse. (*Mac Lir turns into big rock island, faeries turn to stone*)
3. Share activity with students. They will use their notes and knowledge of mythology to create their own mythological character who will star in a myth, which students will create. Give each student a copy of "Activity Sheet 2: Creating Your Own Myth" for prewriting and planning purposes. Once ideas are approved, they may write their myths. Follow the writing process through publication for a polished project.
4. When myths are published, have students share their myths with each other, discussing the elements of mythology found in each one.



Activity Sheet 1: Element, Explanation, Example

NAME: _____

Myth Element	Explanation	Example from <i>Song of the Sea</i>
Unknown author	Orally passed down for many generations, cannot trace back to a single source	No original author is known for the myth of Mac Lir turning to stone



NAME: _____

Activity Sheet 2: Creating Your Own Myth

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

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



Celtic Mythological Characters: Selkies and Faeries and Macha...OH MY!

English Language Arts/Social Studies Activity

⇒ **TEACHERS!** This activity is inspired by the mythology present in the film *Song of The Sea*. The storyline incorporates a variety of characters, creatures, and elements of Celtic (Irish) mythology and drives the main narrative in Saoirse's (SEER-sha) identity journey as a selkie*. The film introduces the audience to a range of other Celtic characters and creatures (faeries, Macha), however many others have appeared in folklore and mythology for thousands of years. This activity allows students to participate in a research project and better learn another culture's mythological characters.

*A **selkie** is a Celtic mythological creature that appears to be a seal in the water, but takes on a human form once on land.

Activity

Students will work individually or with a partner to research and share their knowledge of Celtic mythological creatures or characters. Using any research tools available to your class (books, encyclopedias, online student-safe search engines, etc.), students will pick one particular Celtic character of their choice to research.

Directions

1. Hold a discussion as a whole group about the film, prompting with ideas such as:
 - Genre (Fantasy/Mythology)
 - Journey Story
 - Magic in the film
 - Fantastical or mythological characters
 - Setting (Ireland)
2. Discuss that this film's story contained characters and anecdotes from Celtic mythology. Some students may find it helpful to understand if they connect to Greek mythology: What gods and goddesses do they know? What powers, settings, stories are they familiar with? Explain that the same idea applies to this film, except it is a different culture's mythology, with different characters and different stories applied to those characters.
3. Ask students which of the characters in the film they think were mythological characters. Possible answers include: selkies, Macha, faeries, and Mac Lir. Which characters were realistic characters? Possible answers include: Ben, Cú (dog), Conor (dad), and grandma. Then discuss how the realistic characters differed from the mythological ones (magic, transformations, abilities).

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4. Next, students will have the activity shared with them. The teacher must indicate what resources, time, and technology students have available to them at this time. Students will research individually (or with a partner) one character or creature of Celtic mythology. Three options include:
 - Choose a character or creature from the film to further research. Possibilities are selkies, faeries, Macha, or Mac Lir.
 - Choose a Celtic mythological creature not found in the film. Possibilities are changelings, leprechauns, banshees, and pookas.
 - Choose a Celtic mythological character not found in the film (or that is briefly seen). Possibilities are Lug (Lugh), Brigit (Brigid), Dagdu, Danu, Morrigan, Finn MacCool, Epona, etc.
5. Using resources available to you and your students, allow students to research their character or creature, attending to details such as:
 - Special powers, abilities, or realms
 - Where s/he lives
 - Who is in her/his family
 - Stories/myths associated with her/him
 - Physical characteristics
 - Relative popularity to other mythological characters
6. Once students have researched their character or creature, have students share their new knowledge with the whole group. This can be done in a variety of ways depending on resources and time. Options include:
 - A written report (and illustration)
 - A slideshow (PowerPoint, Google Slides, flipcharts)
 - An oral presentation
 - A poster or other visual presentation



Family Heirlooms: Bronagh's Shell

English Language Arts/Social Studies/Visual Art Activity

Teacher Resources

-Activity Sheet: "Bronagh's Shell". Reproduce for students to share their illustration and writing.

⇒ **TEACHERS!** This activity is inspired by the shell that is present and integral to the plotline of the film *Song of the Sea*. Bronagh (BRO-nuh), the mother of Ben and Saoirse (SEER-sha) and wife of Conor, plays a melody for Ben on her shell and tells him to listen carefully to hear the song of the sea. She gifts this shell to Ben, leaving the family shortly afterward. Ben guards the shell and sees it as a remembrance of his mother. Although he keeps it high on a shelf in his room, eventually Saoirse discovers it, takes it, and Ben is furious with her for touching it. Her discovery of the shell and its powers set off a chain of events that drive the narrative. Bronagh's heirloom carries magic and mythological connections, however this activity asks students to consider family heirlooms, real or imagined, which carry meaning for students and their families.

Activity

Students will discuss and recall the meaning and symbolism of Bronagh's shell. Students will understand that while the shell may seem to be an ordinary object, it is an important and meaningful family heirloom. Students will consider a family heirloom, real or imagined, and ponder the importance of that heirloom.

Directions

1. Hold a discussion as a whole group about the film, and specifically focus on the shell and its recurrence throughout the film. Some questions to consider in discussion:
 - To whom does the shell belong?
 - What is special about the shell?
 - Why role does the shell play in the film?
 - Why is the shell so important to the film's narrative?
 - Is the shell an ordinary object?
 - What does the shell mean to the family?
2. Discuss the idea of an heirloom. What is an heirloom? What are some examples? Model the idea by sharing a personal family heirloom or an example of one. Discussion points:
 - What is an heirloom? "A valuable object that is owned by a family for many years and passed from one generation to another." (Merriam-Webster)
 - What makes an heirloom valuable? Does it have to be made of a precious material, or can it be an ordinary object?

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- What objects can be heirlooms? Example: necklace, photograph, ring, signed baseball, baptism gown, handcrafted art or a painting, etc.
3. Connect students' background knowledge on heirlooms, asking if they have personal examples of heirlooms in their families. If not, provide ideas of what might be an heirloom in some families.
 4. Share activity with students, giving them the choice to use an example that is a real family heirloom within their own family, or to imagine one that they may pass down some day. This could be an imagined heirloom they already own (a special book, a locket), they may have someday (ballet pointe shoes, high school graduation tassel), or is entirely imagined (a signed football from Aaron Rodgers).
 5. Students will write to explain what that heirloom is, why it is important to him/her and his/her family, any stories behind it (how it was acquired, how long it has been in the family), and its meaning. Students will also provide an illustration of the object.
 6. When finished, share heirloom writing and illustrations, and the stories behind them as a whole group.



NAME: _____

Activity Sheet: Bronagh's Shell

Illustration

A large, empty rectangular box with a black border, intended for a student to draw an illustration related to the film "Bronagh's Shell".



My Family Heirloom



“The Song of the Sea”: Between the Here, Between the Now

English Language Arts/Social Studies/Music Activity

Teacher Resources

-Activity Sheet: “The Song of The Sea” lyrics in English with links to the music. This is reproducible for all students to use, if wanted.

⇒ **TEACHERS!** This activity is inspired by the title track to the film *Song of the Sea*. It is about the song that Ben’s mother sings to him at the beginning of the film, and that Saoirse (SEER-sha) sings to survive as a selkie* and set the faeries and spirits free. Music and song play important roles in both the film and Irish culture, in general. Several traditional Irish instruments can be heard throughout the film, as well as lyrics sung in the Irish (Gaelic) language. The lyrics, instruments, and pacing of the music all work to support and set the tone for the film’s setting and plot. The entire soundtrack of the film can be heard here: <https://www.youtube.com/watch?v=WU2e0W40U0U>

*A **selkie** is a Celtic mythological creature that appears to be a seal in the water, but takes on a human form once on land.

Activity

Students will consider the title song “The Song of the Sea” as an integral part of the film’s story. Students will study the song as poetry, and then work individually to create a song or poem that uses the same poetic devices (lyricism, repetition, description, etc.) as the mentor text “The Song of the Sea”.

Directions

1. Hold a discussion as a whole group about the film, and specifically focus on the song that Ben’s mother, and later Saoirse, sang. Prompt with questions such as:
 - Who sang the song?
 - When was it sung?
 - What happened when the song was sung?
 - Why was it important for Saoirse to use her voice to sing the song at the end?
 - What do you think the song is about?
2. Remind students that when they heard the song sung in the movie, it was sung in the Irish (Gaelic) language. While non-Irish speakers were not able to consider and understand the lyrics, they were able to grasp the meaning and the effect of the song.
3. Listen to “The Song of the Sea” sung in Gaelic. Find the song by searching on YouTube or using this link: https://www.youtube.com/watch?v=vUZ_smvqVQ8

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4. Discuss with students: Without knowing the words to the song, what feeling do you get from hearing this song? What images and ideas are running through your head?
5. Now listen to the song sung in English. You may choose to play this song on its own, first, or pass out the lyrics to everyone now (Activity Sheet: "The Song of the Sea"). To save paper, project the lyrics onto a screen, so all students can see them. Search YouTube, or use this direct link: <https://www.youtube.com/watch?v=q6wVijh2n9g>
6. With lyrics visible to all students, discuss their ideas on the meaning of the song's lyrics and how it connects to the film.
7. Discuss with students how the song is like a poem that is sung. The lyrics on their own are poetry. Discuss: What makes this a poem? Possible ideas include:
 - Repetition of words and lines
 - Writing is lyrical
 - Words are descriptive
 - Focused topic
 - Leaves room for the audience to interpret it and make meaning for themselves
8. Present the students with their activity. They will be challenged to write a poem or song using "The Song of The Sea" as a mentor text. Inspired by the film's song, students will write a "Song of the _____", choosing to fill in the blank with whatever topic motivates them. They should choose at least ONE device or element of the original song (repetition, lyricism, description, etc.) to apply to their own song or poem.
9. Give students the opportunity to write and revise. Wrap up the activity by sharing as a whole group.



NAME: _____

Activity Sheet: "The Song of the Sea"

"The Song of the Sea" Lyrics (English):

<https://www.youtube.com/watch?v=q6wVijh2n9g>

"The Song of the Sea" (*Amhrán Na Farraige*) Lyrics (Irish-Gaelic):

https://www.youtube.com/watch?v=vUZ_smvqVQ8

***Song of The Sea* Full Soundtrack:**

<https://www.youtube.com/watch?v=WU2e0W40U0U>

**Between the here, Between the now
Between the North, Between the South
Between the West, Between the East
Between the time, Between the place**

From the shell

The Song of the Sea

Neither quiet nor calm

Searching for love again

Mo ghrá (My love)

**Between the winds, Between the waves
Between the sands, Between the shores**

From the shell

The Song of the Sea

Neither quiet nor calm

Searching for love again

Between the stones, Between the storms

Between belief, Between the seas

Tá mé I dtiúin (I am in tune)



Collecting Narratives: Mum's Stories, Our Stories

English Language Arts/Social Studies Activity

Teacher Resources

-Activity Sheet: "Collecting Narratives". Use this as an option for your students to collect stories. Copy one-sided sheets, or run back-to-back copies, fastening with a staple.

⇒ **TEACHERS!** This activity is inspired by the importance of storytelling in Celtic heritage, which manifests in the film *Song of the Sea*. Ben's mother, Bronagh (BRO-nuh), tells stories to Ben, including a number of Celtic mythological tales. After Bronagh leaves the family, Ben keeps a journal entitled "Mum's Stories", which the audience gets a glimpse of at the beginning of the film. The audience can infer that Ben enjoyed hearing his mother's stories and wrote them down after she left as a way of preserving her memory and not wanting to forget her words. When people share stories, they share their lives, values, interests, heritage, and lessons with others. Writing them down is one way to preserve and pass on what is learned and appreciated in those stories.

Activity

Students will discuss and recall the stories that Bronagh shared with Ben (namely the myths of Mac Lir turning into an island and faeries turning to stone) and his journal entitled "Mum's Stories". Students will collect stories from friends, family, teachers, classmates, neighbors, or anyone else from whom they would like to hear a story. Collected stories will be transcribed into students' story journals.

Directions

1. Hold a discussion as a whole group about the film, and specifically focus on the stories that Bronagh shared with Ben at the beginning of the film. Some discussion points:
 - What myths or other stories did Bronagh share with Ben?
 - Why are her stories so important to Ben?
 - Why do you think Ben wrote down his mother's stories?
 - What other stories do you think might be in Ben's journal called "Mum's Stories"?
2. Connect: Ask students to think of someone they know who is a storyteller. It could be a parent, grandparent, teacher, sibling, friend, or someone who they know from television or films. What makes this person a good storyteller? What kind of stories does this person tell?
3. Brainstorm: What makes a good story? Some ideas may include:
 - Is engaging and exciting
 - Has a beginning, middle, and end
 - Has a twist or something not foreseen by the audience

(continued on next page)



- Is told or written in a way that grabs attention
 - Is unique and original
 - Doesn't meander unnecessarily or get caught up in unimportant details
4. Share the activity with students. They will be collecting stories from anyone they wish to hear a story from (friends, family, teachers, classmates, neighbors) and writing it down to the best of their ability in their story journals. Storytellers may share any kind of stories: personal, favorite fictional tales, anecdotes, retellings, etc. (You may choose to narrow this down to a specific type of story, such as a personal narrative, if that works best with your students.) Some options for this activity:
- Interview classmates one-on-one
 - Take an extended time, perhaps a week, for students to gather stories at home and in their communities
 - Collect one story or many stories depending on time and accessibility
 - Makes covers for journals and bind together
 - Create one big class book with a collection of stories
5. When story collections are complete, share as a whole class. Exchange journals with each other to read, partner up to share stories, or select a favorite to share with the whole group.



NAME: _____

Activity Sheet: Collecting Narratives

A Story From: _____



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.
- Entries may be hand-written or typed.
- 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.

Essay Prompt—Grades 4-6:

The film you saw at the film festival, *Song of the Sea*, could be said to have a variety of meanings, messages, or morals. Write an essay where you tell us what message the film had that is most important for you. Be sure to explain why, using examples from the film to support your opinion.

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

⇒ **TEACHERS!** Feel free to do preparatory work in your classroom to help students do their best writing on this topic. For example, you might discuss the plot of the film, or use some of the other activities in this packet that illuminate particular themes (Celtic mythology, family, the importance of memory and story, etc.). After completing a first draft, feel free to have your students workshop their writing and revise/edit their work accordingly.



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) _____

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