



EDUCATION SCREENINGS

***Sonita* 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 *Sonita*. 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, 2016.** 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 21, 2016 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, Programming and Education Director
229 E Wisconsin Ave, Suite 200
Milwaukee, WI 53202

All screenings of *Sonita* with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards for Speaking and Listening: SL.9-10.1-4, SL.9-10.6, SL.11-12.1-4, SL.11-12.6

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

Cara Ogburn
Programming and Education Director, Milwaukee Film



Additional Support provided by the Greater Milwaukee Foundation - Grace G. Horn Fund, Gene & Ruth Posner Foundation, Woman's Club of Greater Wisconsin Foundation, and Anonymous.



Sonita Curriculum Packet Contents

Sonita provides teachers and students an opportunity to explore a variety of issues surrounding gender expectations, tradition, and perseverance. The following activities are designed to connect students' experiences viewing *Sonita* to other relevant events, texts, and themes while employing high order thinking.

Many of the activities can be completed before the film viewing to get students thinking about the topics and themes the film presents. Whether a film activity is recommended before or after the film screening can be found in the "Teacher Background" section for each activity.

The order provided here is the recommended order for the activities provided in this packet. Activities were designed for a 45-50 minute class period.

Before the screening:

Who is Sonita Alizadeh (1 Part; Before Film Screening; approximately 1 class period)

Students will view an interview with Sonita Alizadeh, the subject of the documentary Sonita, and complete a series of comprehension questions about the interview. The goal of this work is for students to be exposed to the content of the film and start talking about the film and its content. This work is designed to be completed independently.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.9-10.1, 7, 10; RI.11-12.1, 7, 10; L.9-10.1-4, 6; L.11-12.1-4, 6; W.9-10.2, 4, 7, 9-10; W.11-12.2, 4, 7, 9-10; SL.9-10.4, 6; SL.11-12.1-4, 6

What is a Documentary? (2 Parts; Before Film Screening; approximately 2 class periods)

Students will learn about the genre of documentary film by both viewing brief documentary pieces and interviews with directors describing their work. Students are asked to respond to questions about the content and purpose of the documentary. The goal of this work is for students to gain more familiarity with how documentary films are built so they can have a more structured and meaningful viewing experience. This activity also reinforces the "Making Your Own Documentary" Activity. This work is designed to be completed in groups, but it can be done independently.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.9-10.1-3, RI.9-10.5-7, 8,10; RI.11-12.1-3, 5-7, 10; L.9-10.1-4, 6; L.11-12.1-4, 6; W.9-10.2, 4-5, 7, 8-10; W.11-12.2, 4-5, 7-10; SL.9-10.1-4, 6; SL.11-12.1-4,6

Country V. Country V. Country Research (3 Parts; Before Film Screening; 2-3 class periods)

Students will conduct research on Iran, Afghanistan, and the United States to take note of the differences in the three places that are a part of the film Sonita. Students will then organize their research findings into an infographic to share with their peers. The goal of this work is for students to better develop their research and presentation skills. This work is designed to be completed in groups, but it can be done independently.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.9-10.1-2, 4, 10; RI.11-12.1-2, 4, 10; L.9-10.1-4, 6; L.11-12.1-4, 6; W.9-10.2, 4, 5-6, 8-10; W.11-12.2, 4-6, 8-10; SL.9-10.1-2, 4-6; SL.11-12.1-2, 4-6



Additional Support provided by the Greater Milwaukee Foundation - Grace G. Horn Fund, Gene & Ruth Posner Foundation, Woman's Club of Greater Wisconsin Foundation, and Anonymous.

“Brides for Sale” Analysis (5 Parts; Before Film Screening; 2 class periods)

Students will critically analyze a music video, song lyrics, and an article to better understand the practices of child marriage. The goal of this work is for students to synthesize all the information to make an informed observation about marriage practices and norms. This work is designed to be completed in whole-small-whole format, but can be completed independently.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.9-10.1, RI.9-10.1-10; RI.11-12.1-7, 10; RL.9-10.1-7, 10; RL.11-12.1-7,10; L.9-10.1-6; L.11-12.1-6; W.9-10.1-5, 7-10; W.11-12.1-2, 5-10; SL.9-10.1-4, 6; SL.11-12.1-4, 6

Laws of the Taliban (1 Part; Before or After Film Screening; 1 class period)

Students will review a series of rules imposed by the Taliban. The goal of this work is for students to evaluate the rules, share information with their peers, and consider how their own life would be different if they lived with such rules. This work is designed to be completed in whole-small-whole format, but can be completed independently.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.9-10.1, RI.9-10.4, 10; RI.11-12.1, 4, 10; L.9-10.1-4, 6; L.11-12.1-4, 6; W.9-10.2, 4-5, 7-10; W.11-12.2, 4-5, 7-10; SL.9-10.1,4 6; SL.11-12.1, 4, 6

After the screening:

My Vision Board (2 Parts; After Film Screening; 2-3 class periods)

Students will develop a personal vision board online addressing a number of life goals. The goal of this work is for students to consider their own life goals and aspirations. This work is designed to be completed independently.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.9-10.10; RI.11-12.10; L.9-10.1-3, 5-6; L.11-12.1-3, 5-6; W.9-10.2, 4-6, 8-10; W.11-12.2, 4-6, 8, 10; SL.9-10.2, 4, 5-6; SL.11-12.2, 4, 5-6

Making Sonita (2 Parts; After Film Screening; 1 class period)

Students will listen to an audio interview and respond to questions, and read a portion of a transcribed interview and determine the most important information to share with their peers. The goal of this work is for students to better understand the documentary from the filmmaker’s perspective. This work is designed to be completed in whole-small-whole format, but it can be completed independently.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.9-10.1-2, 6-7, 9-10; RI.11-12.1-2, 6-7, 10; L.9-10.1-6; L.11-12.1-6; W.9-10.4-5, 7-10; W.11-12.4-5, 7-10; SL.9-10.1-2, 4, 6; SL.11-12.1-2, 4, 6



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Documentary Analysis/Making your own Documentary (2 Parts; Part One: After Film Screening; Part Two: Before or After Film Screening; 2-3 class periods)

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

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.10; RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10; L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.6; L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.6; W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10; W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.7, W.11-12.8, W.11-12.9, W.11-12.10; SL.9-10.1, SL.9-10.2, SL.9-10.4, SL.9-10.6; SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.6

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 the Greater Milwaukee Foundation - Grace G. Horn Fund, Gene & Ruth Posner Foundation, Woman's Club of Greater Wisconsin Foundation, and Anonymus.



Teacher Background for What is a Documentary?

For this lesson students will be interrogating what makes a film a documentary film. These activities are designed to be completed before the festival screening, and first in the sequence, so as to expose students to conventions in documentary film. These activities are also designed to reinforce the Making Your Own Documentary activity that is included last in this packet.

This activity should take approximately two class periods to complete. Part One involves analyzing a short documentary and viewing a filmmaker interview about their work. The goal of this portion of the activity is for students to create a working definition of what a documentary is.

There are two (2) options for teachers to select for Part One of this activity. The documentary *34x25x36* involves the mannequin industry and how mannequin makers are improving upon the real body. Because this documentary does show naked mannequins, it may not be appropriate for younger or immature audiences. The content of the documentary would be of particular interest to adolescent audiences because of the discussion about body perfection in our society. The seven minute film can be found at: <http://www.pbs.org/pov/34x25x36/video/34x25x36/>. The four minute director interview can be found at: <http://www.pbs.org/pov/34x25x36/video/jesse-epstein/>.

The documentary *Nutkin's Last Stand* is about the efforts in England to preserve the red squirrel population, which also involves eradicating the grey squirrel population. The filmmaker piece is particularly interesting because of the parallels drawn between the timid English red squirrel and the fat, aggressive American grey squirrel. Students may also be familiar with the Beatrix Potter work "The Tale of Squirrel Nutkin". The 18 minute film can be found at: <http://www.pbs.org/pov/nutkinslaststand/video/nutkins-last-stand/>. The five minute filmmaker interview can be found at: <http://www.pbs.org/pov/nutkinslaststand/video/nicholas-berger/>.

For Part Two of this activity, students will be viewing a film trailer, analyzing documentary clips and reporting on their clip to the class, and viewing a filmmaker interview. This part of the lesson is designed to get the students thinking about what they would focus on if they were to make their own documentary film. NOTE: the full documentary *My Way to Olympia* may be available to stream on the PBS POV website, but was not available at the time these activities were developed due to upcoming televised broadcasts of the film.

The trailer, six film clips, and filmmaker interview can be found at:

- <http://www.pbs.org/pov/olympia/> Trailer (1:38)
- <http://www.pbs.org/pov/olympia/video/the-athlete-aida-husic-dahlen/> "The Athlete: Aida Husic Dahlen" (0:55)
- <http://www.pbs.org/pov/olympia/video/hitting-the-target-matt-stutzman/> "Hitting the Target: Matt Stutzman" (1:31)
- <http://www.pbs.org/pov/olympia/video/the-ball-of-boccia-greg-polychronidis/> "The Ball of Boccia: Greg Polychronidis" (2:39)



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- <http://www.pbs.org/pov/olympia/video/hanging-tough-rwandan-volleyball-team/> "Hanging Tough: Rwandan Volleyball Team" (0:57)
- <http://www.pbs.org/pov/olympia/video/validating-the-paralympics-greg-polychronidis/> "Validating the Paralympics: Greg Polychronidis" (1:04)
- <http://www.pbs.org/pov/olympia/video/and-i-achieved-it-greg-polychronidis/> "And I Achieved It: Greg Polychronidis" (1:02)
- <http://www.pbs.org/pov/olympia/video/niko-von-glasow/> Director Interview (9:43)



Additional Support provided by the Greater Milwaukee Foundation - Grace G. Horn Fund, Gene & Ruth Posner Foundation, Woman's Club of Greater Wisconsin Foundation, and Anonymous.



Teacher Background for Who is Sonita Alizadeh?

This activity involves a brief interview with the subject of the documentary *Sonita*, Sonita Alizadeh. This activity is designed to be completed before the film viewing as it would be beneficial for the students to be exposed to some of the content of the film before attending the festival screening. This activity is designed to get students thinking about marriage practices and traditions in other parts of the world.

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

As a class, watch the trailer for the documentary, *Sonita*, that can be found at: <https://youtu.be/B47MbpPuz7A>. Engage in a class discussion about what students predict the film will be about based on the trailer.

For this activity students will view the short video “Why Sonita Alizadeh raps against child marriage” that can be found at <https://www.youtube.com/watch?v=USBLOFmwUJs> (14:54)

Students are to respond to questions while viewing, which are presented in the order they appear in the video. When the interview is over, students should go over their finding and engage in a discussion about the content. Students could also discuss what it would be like if marriage practices in the United States were like those discussed in the interview.



Who is Sonita Alizadeh?

NAME: _____

After watching the trailer for the documentary Sonita, (<https://youtu.be/B47MbpPuz7A>) watch the interview, "Why Sonita Alizadeh raps against child marriage" (<https://www.youtube.com/watch?v=USBLOFmwUJs>) and respond to the following questions while viewing. Be prepared to share your finding with the class.

1. Why did Sonita become a rapper?
2. How did Sonita feel when her family tried to sell her?
3. Is the selling of brides purely an Afghani tradition?
4. How did Sonita feel about the discussion about her price as a bride?
5. Why did Sonita represent herself with bruises in her video?
6. How does Sonita's family feel about her marriage now?
7. What cause is Sonita currently committed to?
8. What does Sonita explain needs to happen to end the practice of child marriage?
9. What do you find to be the most important piece of information from the interview?
10. What are your impressions of Sonita and her message?



What is a Documentary?

NAME: _____

Part One: The activity is broken into multiple sections. You will be watching a short documentary and filmmaker interview. Be sure to complete the appropriate task before, during, and after the viewings as indicated. Be prepared to discuss your analysis with your classmates. Use a separate sheet of paper if necessary.

Before viewing:

What do you already know about documentary films?

During film viewing:

Take notes on the documentary.

After film viewing:

1. What is/are the central message(s) of this documentary? Be specific. Use examples from the documentary to support your choice.
2. Discuss the bias in the documentary (point of view of the filmmakers).
3. Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?
4. How do you think the filmmakers wanted the audience to respond? What evidence is there that the filmmaker was looking for this response?
5. Were there any attempts to persuade the audience? Explain



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6. Does this film appeal to the viewer's reason or emotion? Explain the role of each in this documentary.

7. How does it make you feel?

8. Were any factual claims made in the documentary? Explain.

9. Write a question to the filmmaker that is left unanswered by his/her documentary. Do you believe the question was left unanswered purposefully? Why or why not?

10. What is the most interesting aspect of this documentary?

During film viewing:

Take notes on the filmmaker interview.

After director interview viewing:

1. What things are important to the filmmaker?

2. Listening to the filmmaker, what did you learn about what a documentary is?

3. Develop a working definition of what a documentary is considering your viewings and discussion.



What is a Documentary? (continued)

NAME: _____

Part Two: After being assigned to a group and a clip, analyze the documentary portion. The activity is broken into multiple sections. You will be watching a film trailer as a class, a documentary clip with your group, and a filmmaker interview as a class. Be sure to complete the appropriate task during and after the viewings as indicated. Be prepared to discuss your analysis with your classmates.

During film trailer viewing:

What do you think the film is about based on the trailer?

During film clip viewing:

Take notes on the documentary clip. Be prepared to share a summary with the class.

After film clip viewing (respond to as many questions as you can):

1. What do you think is/are the central message(s) of this documentary based on the clip? Be specific. Use examples from the documentary to support your choice.
2. Consider the effectiveness of the clip in communicating its message. As a tool of communication, what are its strengths and weaknesses?
3. How do you think the filmmakers wanted the audience to respond? What evidence is there that the filmmaker was looking for this response?
4. Were there any attempts to persuade the audience? Explain
5. Does this film clip appeal to the viewer's reason or emotion? Explain the role of each in this documentary.
6. How does the documentary clip make you feel?



7. Write a question to the filmmaker that is left unanswered by his/her documentary from the clip you have viewed.
8. What is the most interesting aspect of this documentary clip?

During filmmaker interview viewing:

1. Why did the filmmaker make the film?
2. What is the documentary *My Way to Olympia* about?
3. What did the filmmaker think about the Paralympics before he made the film?
4. How does the filmmaker wish people were exposed to disabled people?
5. What does the filmmaker explain about the façade “perfect” people have to have?

After filmmaker interview viewing:

1. What things are important to the filmmaker?
2. Listening to the filmmaker, what did you learn about what a documentary is?
3. If you were to make your own documentary, what would you want it to be about?
4. What about your documentary topic would you want to highlight specifically?



Teacher Background for Country V. Country V. Country Research

This is a three-part activity. All parts can be completed either before or after the film viewing, but students will have a greater understanding of the setting the film takes place in if they complete this before the film viewing.

Because the majority of the film takes place in Tehran, Iran it is helpful for students to have some background information on Iran and how it compares to the United States. Sonita, the film's main character, is a refugee from Afghanistan, so it is also helpful for students to note the conditions she escaped from. This activity is designed to get students researching facts about their own country and drawing comparisons between the United States, Iran, and Afghanistan.

Though this activity can be completed by students independently, the activity is best suited for students to work with partners or in small groups.

In Part One, which *can be done either before or after the film viewing*, students are asked to locate general information about the United States, Iran, and Afghanistan. This activity was designed for students to utilize <https://www.ifitweremyhome.com> where they can compare two countries at a time. Students should click on the "v" next to the information for more in depth information on the two countries they are researching. This activity can be done individually, with a partner, or in small groups.

In Part Two, which *can be done either before or after the film viewing*, students are asked to condense their research findings into a few facts they feel their peers and teacher should know. Students could choose to show comparable/contrasting information on all three countries, or they may choose to focus on specific aspects of a single country. It is their task to condense the information to highlight something specific. This activity can be done individually, with a partner, or in small groups.

In Part Three, which *can be done either before or after the film viewing*, students are to develop their selected information into a visual display. This activity requires that students integrate the information they generated from Part One and Part Two, and determine the best way to convey this information to an audience. It is recommended that the students visit <http://www.easel.ly/> to develop an infographic. A video about infographics can be found at <https://youtu.be/ZEy5IDKgdfY> and it is recommended that the informational video be viewed and discussed as a class. The infographic activity can be done individually, with a partner, or in small groups.

Teachers should determine how students should present their findings. Students can simply submit their infographic, display it in the room for classmates to review, or orally present their work.

Country V. Country V. Country Research

NAME: _____

Part One: Go to <https://www.ifitweremyhome.com> and conduct research on the following topics for the United States, Afghanistan, and Iran to compare the features of the three countries. Respond to the question at the bottom of the page after conducting your research. NOTE: you can only compare two countries at a time on the site. Click on the "v" for more information about a topic on the site.

	United States	Afghanistan	Iran
Life Expectancy			
Oil Usage			
Income			
Electricity Usage			
Health Care Spending			
Infant Mortality			
Unemployment			
Incarceration			
Homicide Rate			
Population with HIV/AIDS			
Offspring			

What is the most surprising thing about your findings?



Country V. Country V. Country Research

NAME: _____

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

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

1. _____

2. _____

3. _____

What do you want your reader to understand about the United States/Iran/Afghanistan after they have reviewed your display?

Why is it important that they know that information?

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

It is recommended that you create an infographic to deliver your information. An infographic is a way of representing information with visual as well as textual cues. Visit <http://www.easel.ly/> and create an account (so you can save and resume your work).

An informational video on creating infographics on Easel.ly can be found at <https://youtu.be/ZEy5IDKgdFY> to assist you in developing your work.

When making an infographic to illustrate your research, consider what format and design will best articulate your information to your reader. Be sure to select information that paints a distinct picture of the research you choose to focus on; you don't want to display everything you did research on.

Be prepared to present your information to the class.



Additional Support provided by the Greater Milwaukee Foundation - Grace G. Horn Fund, Gene & Ruth Posner Foundation, Woman's Club of Greater Wisconsin Foundation, and Anonymous.



Teacher Background for “Brides for Sale” Analysis

This is a five-part activity. This activity can be completed either before the film viewing or after, but it is recommended that the activities be completed before the film viewing so as to expose the students to some of the content of the film. These activities will take approximately two class periods.

These activities are designed to get students thinking and talking about the content of the film either before the viewing or after the viewing.

Though this activity can be completed by students independently, the activity is best suited for whole-small-whole instruction or whole group discussion. Parts One-Two-Three of the activity could be jigsawed so students are not responsible for completing each part, just ones they select or are assigned. This activity can also be completed through general oral discussion alone as opposed to having students record their responses.

⇒ **TEACHERS!** Should Parts One-Two-Three be jigsawed, students will need to report their findings to the class so everyone is familiar with the information.

In Part One, students are asked to analyze the images and lyrics of the video “Brides for Sale” by the rapper Sonita and record their observations. The video can be found at: <https://www.youtube.com/watch?v=n65w1DU8cGU> This activity can be done individually, in groups, or discussed as a whole group.

In Part Two, students are asked to analyze the lyrics of “Brides for Sale” by the rapper Sonita and record their findings. The translated lyrics can be found at: <http://lyricstranslate.com/en/dokhtar-foroshi-دختر فروشی-brides-sale.html> This activity can be done individually, in groups, or discussed as a whole group.

In Part Three, students are asked to read the article “‘Let Me Scream,’ Raps Afghan Teenager Sonita Alizadeh” and record a summary of the content of the article. The article can be found at: <http://thinkprogress.org/world/2015/10/19/3713898/afghanistan-rapper/> This activity can be done individually, in groups, or discussed as a whole group.

In Part Four, students are asked to watch the video “Brides for Sale” again (<https://www.youtube.com/watch?v=n65w1DU8cGU>) and make some additional observations regarding the content of the song and the video.

⇒ **TEACHERS!** If Parts One-Two-Three were previously jigsawed, some students will be seeing the video for the first time. This activity can be done individually, in groups, or discussed as a whole group.



In Part Five, students are asked to reflect on all the information they have gained through their analysis of the video, the lyrics, and the article and articulate an opinion on the practice of arranged marriage that Sonita raps about.

⇒ **TEACHERS!** Should the activities be completed through oral discussion, these questions could function as an exit card to gauge student understanding and opinions.



“Brides for Sale” Analysis

NAME: _____

Part One: Watch the video “Brides for Sale” by rapper Sonita Alizadeh (<https://www.youtube.com/watch?v=n65w1DU8cGU>). While viewing her video, record what you notice about the images/iconography and the lyrics of her song. Respond to the question to follow.

What do you see?	What do you hear (read)?

What do you think the song is about based on what you recorded in the chart?



Part Two: Review the translated lyrics of Sonita’s “Brides for Sale” (goo.gl/mq18FD) and respond to the questions provided.

Having read the lyrics of “Brides for Sale”, what details and messages do you notice about the song?

How is Sonita making connections between her situation and an animal’s?

What message is Sonita trying to convey about the practice of selling girls to be wives?

Part Three: Read the article, “Let Me Scream,’ Raps Afghan Teenager Sonita Alizadeh” and discuss the content. Record notes about the content of the song in the space provided. Be prepared to report your findings from the reading and engage in a class discussion.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



Part Four: Watch "Brides for Sale" and more critically analyze the video considering the information you have gained from the analysis of the lyrics and the article. You may want to use the provided chart to organize your observations. Be prepared to discuss your observations with the class.

Why is the girl whispering at the beginning of the song?	
Why does the girl in the video have bruises?	
What does the barcode represent?	
Why is the girl's face cut?	
Why does the girl look so exhausted?	
Why does the girl have a bloody lip?	
Why is a more traditional American wedding gown used in the video when that would not be the customary wedding attire in Afghanistan?	
Why does the song make comparisons to sheep?	
What other observations are noteworthy?	



Part Five: Considering all you have learned through your observations, reviewing the lyrics, reading the article, and critically analyzing the video, respond to the following questions.

What is the song, “Brides for Sale,” about?

What is Sonita trying to explain about the situation imposed on so many young girls?

What are your feelings about the practice of arranged marriage considering all that you have seen, read, and heard? Please respond in a complete, organized paragraph.



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Teacher Background for Laws of the Taliban

This activity is designed to get students thinking about the rules and policies that are in place in Afghanistan after the rule of the Taliban. This activity can be completed either before or after the film viewing. Though this activity can be completed by students independently, the activity is best suited for students to work with partners or in small groups or read aloud as a whole class group.

The activity is designed, as is, to be completed before the film, but should the activity be done after the film, teachers could lead a discussion about what Sonita Alizadeh, the documentary's main character, might have faced growing up in Afghanistan.

For this activity, students are asked to review the rules that were put in place in Afghanistan after the Taliban usurped government rule in 1994 that can be found at <https://asia.knoji.com/afghanistans-taliban-laws/>. After reflecting on the rules, students will be asked to move around the room to discuss their reflections on the most restrictive rule with their peers before engaging in a class discussion.

⇒ **TEACHERS!** Teachers should circulate the room to determine if there are any rules that multiple students have selected to begin the class discussion or have the students turn in their cards and discuss the rules at random.

There is also a brief reading on the Taliban takeover provided before the rules that the students should familiarize themselves with. There are no questions on the reading; however, the reading is beneficial to understanding how the Taliban was able to put such rules in place.

⇒ **TEACHERS!** Inform the students that many of these rules are no longer in place in Afghanistan since the Taliban were defeated in 2001; however, many oppressive rules and policies still remain in place as the Taliban still has many strongholds in the region. It is many of the Taliban rules that impacted Sonita Alizadeh's family's decision to immigrate to Iran from Afghanistan.

Laws of the Taliban

NAME: _____

Review the content of the website “Afghanistan’s Taliban Laws” that can be found at <https://asia.knoji.com/afghanistans-taliban-laws/> and provide the following information.

After reviewing the entire list of Taliban Rules with a partner, provide five (5) rules you feel pose the most severe restrictions on Afghani citizens. Be prepared to discuss your opinions with the class.

1. _____

2. _____

3. _____

4. _____

5. _____

After providing five (5) rules, select one (1) that is the most severe and record the rule on the “card” provided. Cut out the “card” after recording the rule. On the back of the “card”, indicate why you find this rule to be so severe.

After completing the “card”, walk around the classroom and discuss your rule with your classmates along with why you find it to be so severe. Save the top ½ of the sheet for the final part of the activity.



After sharing your selected rule with your classmates, and discussing the rules as a class, select any of the rules you reviewed, and compose a one (1) paragraph response detailing how your life personally would be different if that rule was in place in the U.S.



Teacher Background for My Vision Board

This activity involves the development of an online vision board so students can create a visual representation of their goals and aspirations. This activity is designed to be completed after the film viewing as Sonita is frequently seen using images to represent her own dreams in the film.

This activity is designed to be completed by students independently in the classroom or at home. Teachers can elect to have students present their work in a number of ways like a class gallery, student presentation, or simply submitting their product.

For this activity students will first plan their vision board in Part One after viewing a brief, four minute video walking them through the Dream it Alive site (<https://www.youtube.com/watch?v=fYtkvo9Fdog>).

For Part Two, students will go to www.dreamitalive.com to develop their online vision board. Students should create an account so they are able to save their work. Students will have ten major areas they can complete on their board, which are represented in Part One of this activity.

⇒ **TEACHERS!** For every image that it loaded, students will be given the option to have the selection be public or private. Please make students aware that the website defaults to “public” sharing access.

When students have completed all desired areas of the vision board they can select “collage” to see the completed board. Considering a vision board is designed to be looked at as a motivational tool, it is recommended that students print their work.

⇒ **TEACHERS!** This activity can be completed more traditionally where students bring in physical images and develop a “cut and paste” style collage. The chart provided could still be utilized for student planning.



My Vision Board

NAME: _____

Part One: There were a number of times when Sonita Alizadeh used images to represent her goals in life. For the first part of this activity, you will be planning your own vision board to represent your own goals and aspirations. Please complete the following chart to begin your planning.

Life Events	Sketch or describe the image you will use to represent the life event	Indicate the emotion you will feel upon fulfillment of this dream.
Love & Romance		
Wealth & Prosperity		
Health & Wellness		
Mind & Soul		
Family & Community		
Travel & Adventure		
Creativity & Hobbies		
Reputation		
Synchronicity (meaningful coincidences)		

Part Two: Go to www.dreamitalive.com to develop your vision board. You will want to create an account so you can save your work. Be prepared to share your work with the class.

*⇒ **TEACHERS!** You are able to load your own picture onto your vision board, but the site defaults to having those images available publicly. Carefully consider what you choose to share privately.*



Additional Support provided by the Greater Milwaukee Foundation - Grace G. Horn Fund, Gene & Ruth Posner Foundation, Woman's Club of Greater Wisconsin Foundation, and Anonymous.



Teacher Background for Making *Sonita*

This activity involves a brief audio interview and a transcript of an interview with the director of the documentary *Sonita*, Rokhsareh Maghami. This activity is to be completed after the film viewing.

The interview analysis activity is designed to get students to consider Maghami's experience developing the film, and how they would approach similar ethical issues if they were making their own documentary.

Part One of this activity is designed to be completed by students independently in the classroom or at home, but it can be completed orally as a whole class group. Part Two of this activity is designed to be completed in jigsaw form where groups will be responsible for a portion of the transcribed interview.

For Part One of this activity, students will listen to an audio interview with the director Rokhsareh Maghami "*Sonita*: Interview with Director Rokhsareh Ghaem Maghami" that can be found at http://mpegmedia.abc.net.au/rn/podcast/2016/06/fct_20160610_1132.mp3 (~10:00)

Students are to respond to questions while listening which are presented in the order they appear in the interview.

For Part Two of this activity, students will read a portion of the transcript of an interview with the director Rokhsareh Maghami "Dreaming the Impossible: 5 Questions with Rokhsareh Maghami Director of *Sonita*" that can be found at <http://www.doc10.org/blog/rokhsareh>. Student groups will then report on their question/answer to their classmates. NOTE: it is recommended that teachers print out the interview and cut it into five (5) segments so groups of students are focused on interrogating their own question/answer.

If there is time remaining in class, students could engage in a discussion related to the content of the film and how hearing from the director reinforced concepts or provided new information and understanding about the film.



Making *Sonita*

NAME: _____

Part One: Listen to interview “Sonita: Interview with Director Rokhsareh Ghaem Maghami” that can be found at: http://mpegmedia.abc.net.au/rn/podcast/2016/06/fct_20160610_1132.mp3 and respond to the following questions while listening.

1. How did Maghami, director of *Sonita*, feel about interfering in the story she was telling?
2. When was the song “Brides for Sale” written as explained by Maghami?
3. How many Afghans are in Iran according to Maghami?
4. Will the film be able to to shown in Iran? Where does Maghami really want the film shown?
5. How has your understanding of the film changed or been reinforced by the interview?

*Part Two: Read your assigned portion of the interview transcript “Dreaming the Impossible: 5 Questions with Rokhsareh Maghami Director of *Sonita*” that can be found at <http://www.doc10.org/blog/rokhsareh> as a group and respond to the questions that follow. Be prepared to share your findings with the class.*

1. What do your classmates need to know about the question/response you analyzed?
2. What did you learn about Rokhsareh Maghami’s experience that you could apply if you were making your own documentary film?



Additional Support provided by the Greater Milwaukee Foundation - Grace G. Horn Fund, Gene & Ruth Posner Foundation, Woman's Club of Greater Wisconsin Foundation, and Anonymous.



Teacher Background for Documentary Analysis/Making your own Documentary

This is a two-part activity. Both parts are designed to be done after the film viewing.

The questions provided are designed to get students thinking and talking about the content of the film and what they could include in their own documentary if they were a filmmaker.

Both parts of this activity can be completed by students independently, but students could also work with a partner or in a small group. Part One could also be done as a whole class by jig-sawing the work so students are not responsible for responding to all the questions, just ones they select or are assigned, or Part One can also be completed through general oral discussion alone as opposed to having students record their responses.

In Part One, which *can only be done after the film viewing*, students are asked to respond to a series of questions about the documentary to interrogate the choices the filmmaker made when selecting the subject material and crafting the mood of the film.

In Part Two, which *can be done either before or after the film viewing (but will be more effective after the film viewing)*, students are asked to develop their ideas for their own documentary. **As an extension activity, students could develop their ideas into an actual film to submit to the Milwaukee Film Festival in the spring. (Find more information at mkefilm.org)**

Sonita Documentary Analysis

NAME: _____

Part One: Sonita Alizadeh's story was planned and organized by the filmmaker just as any other film is. After viewing the film, analyze the choices the filmmaker made to tell the story and convey their message.

What's the Story?	
What did the filmmaker want the audience to see and understand about Sonita and her experience?	
What is interesting about Sonita and her experience?	
What events did the filmmaker choose to show/focus on?	
What past events from Sonita's life did the filmmaker choose to include?	
Who are the Characters?	
Aside from Sonita, what other characters were important to tell this story?	
What role did these other characters have in the film? Comic relief? Testimony?	
What are the B-roll Images/Stock Footage?	
B-roll footage is things like objects, cityscapes, etc. that help create the atmosphere for a documentary. What sorts of objects or places were utilized to give the viewer a sense of environment?	
What mood did the B-roll footage evoke?	
Archival footage or stock footage is things like news reports or other video footage that filmmakers use to help tell their story. What sorts of archival footage or stock footage did the filmmaker utilize in <i>Sonita</i> ?	
What mood did the archival/stock footage evoke?	

Making your own Documentary

NAME: _____

Part Two: Imagine you are creating a documentary about a topic or an individual you know very well. Create a treatment for your envisioned film. A treatment is a short explanation of your film's story, characters, and major events.

What is my Documentary's Narrative?	
What do you want your audience to see/understand about the person or topic your documentary focuses on?	
What is interesting about the person's life or the topic?	
What events do you want to show?	
What past events do you want this person to discuss or what history do you want to provide?	
Who are the Characters in my Documentary?	
Aside from you main subject, what other characters are important to tell this story?	
What role will these other characters have in the film? Comic relief? Testimony?	
What are the B-roll Images/Stock Footage for my Documentary?	
B-roll footage is things like objects, cityscapes, etc. that help create the atmosphere for a documentary. What sorts of objects or places will you utilize to give your viewer a sense of environment?	
What mood do you want your B-roll footage to evoke?	
Archival footage or stock footage is things like news reports or other video footage of your subject that filmmakers use to help tell their story. What sorts of archival footage or stock footage could you use in your documentary film?	
What mood do you want your archival/stock footage to evoke?	