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***Supergirl* 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 *Supergirl*. 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 us 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, 2017.** 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 us know).

There is an Essay Contest in this packet! Submit writing from your students in response to the standard prompt we offer here by Friday, December 1, 2017 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 marielle@mkefilm.org or by mail to:

Milwaukee Film
Attn: Marielle Allschwang, Education Programs Coordinator
229 E Wisconsin Ave, Suite 200
Milwaukee, WI 53202

All screenings of *Supergirl* with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards for Speaking and Listening: SL.6.1-4, SL.6.6, SL.7.1-4, SL.7.6, SL.8.1-4, SL.8.6.

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

Cara Ogburn
Programming & Education Director, Milwaukee Film



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Supergirl Curriculum At-a-Glance

Supergirl 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 *Supergirl* to other relevant events, texts, and themes while employing high order thinking.

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.

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

Students will learn about the genre of documentary film by both viewing clips of Supergirl and reading interviews with director 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 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 as a class, in groups, and/or independently.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.6.1,2,3,5,6,7,8,10; RI.7.1,2,3,5,6,7,8,10; RI.8.1,2,3,5,6,8,10; L.6.1,2,3,4,6; L.7.1,2,3,4,6; L.8.1,2,3,4,6; W.6.2,4,5,7,8,9,10; W.7.2,4,5,7,8,9,10; W.8.2,4,5,7,8,9,10; SL.6.1,2,3,4,6; SL.7.1,2,3,4,6; SL.8.1,2,3,4,6

Who is Supergirl? (1 Part; Before Film Screening; 1 class period)

Students will critically analyze a clip from the film making predictions about the content of the film and analyzing the content of the trailer. The students will also view an interview with the subject of the documentary to further analyze the main character. The goal of this work is for students to familiarize themselves with the film's subject matter and engage in discussing their own questions about the film's content. This work is designed to be completed in whole group format, but can be completed independently.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.6.1,2,3,5,6,7,8,10; RI.7.1,2,3,5,6,7,8,10; RI.8.1,2,3,5,6,8,10; L.6.1,2,3,4,6; L.7.1,2,3,4,6; L.8.1,2,3,4,6; W.6.2,4,5,7,8,9,10; W.7.2,4,5,7,8,9,10; W.8.2,4,5,7,8,9,10; SL.6.1,2,3,4,6; SL.7.1,2,3,4,6; SL.8.1,2,3,4,6

Powerlifting Basics (2 Parts; Before Film Screening; approximately 1 class period)

Students will learn about the sport of powerlifting by reading and reporting facts about the sport to their peers. The goal of this work is for students to improve their reading and summarizing skills with a piece of informational text. This work is designed to be completed in whole-small-whole format, but it could also be completed independently.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.6.1,2,3,4,7,9,10; RI.7.1,2,3,4,7,9,10; RI.8.1,2,3,4,9,10; L.6.1,2,3,4,6; L.7.1,2,3,4,6; L.8.1,2,3,4,6; W.6.4,7,8,10; W.7.4,7,8,10; W.8.4,7,8,10; SL.6.1,2,4,6; SL.7.1,2,4,6; SL.8.1,2,4,6

Judaism Research (3 Parts; Before Film Screening; 2-3 class periods)

Students will conduct research on the the Jewish faith to take note of the religious practices are a large focus in the film Supergirl. Students will then organize their research findings into an infographic to share with



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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.6.1,2,4,10; RI.7.1,2,4,10; RI.8.1,2,4,10; L.6.1,2,3,4,6; L.7.1,2,3,4,6; L.8.1,2,3,4,6; W.6.2,4,5,6,7,8,9,10; W.7.2,4,5,6,7,8,9,10; W.8.2,4,5,6,7,8,9,10; SL.6.1,2,4,5,6; SL.7.1,2,4,5,6; SL.8.1,2,4,5,6

Social Media Pros & Cons (2 Parts; Before Film Screening; 1 class period)

Students will be exposed to both the pros and cons of social media usage. Students will first watch a brief video and take notes on the pros and cons of social media usage. After viewing, students will also be asked to rate the importance and impact of those pros and cons in their own life so as to critically analyze the usefulness of social media in their own life. The goal of this work is to get students thinking about how their own social media usage both hurts and helps them. This work is designed to be discussed and completed as a class.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.6.1; RI.7.1; RI.8.1; RL.6.1,3,10; RL.7.1,3,10; RL.8.1,3,10; L.6.1,2,6; L.7.1,2,6; L.8.1,2,6; SL.6.1,4,6; SL.7.1,4,6; SL.8.1,4,6; W.6.2,4,5,7,8,9,10; W.7.2,4,5,7,8,9,10; W.8.2,4,5,7,8,9,10

Discussion Questions (2 Parts; Part 1 Before Screening; Part 2 After Screening; 2 class periods)

Students will be presented with a series of questions both before and after the film viewing. Before viewing the film, students are asked to respond to the question based on their own experience, and after viewing are asked to respond to the question based on Naomi Kutin's experience. The goal of this work is to improve students' synthesis and analysis capabilities. This work is designed to be completed independently, but it could be completed in whole-small-whole format.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.6.1,2,4,5,6,10; RI.7.1,2,4,5,6,10; RI.8.1,2,4,5,6,10; L.6.1,2,3,5,6; L.7.1,2,3,5,6; L.8.1,2,3,5,6; W.6.2,4,7,8,9,10; W.7.2,4,7,8,9,10; W.8.2,4,7,8,9,10; SL.6.1,2,3,4,6; SL.7.1,2,3,4,6; SL.8.1,2,3,4,6

Writing a Movie Review (2 Parts; After Film Screening; 1 class period)

Students will read a number of film reviews, discuss the common content in a film review, and compose their own film review for Supergirl. The goal of this work is to continue to improve students' summarizing and analysis skills. The work is designed to be completed independently, but it could be done in small groups.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.6.1,2,3,4,5,6,8,10; RI.7.1,2,3,4,5,6,8,10; RI.8.1,2,3,4,5,6,8,10; L.6.1,2,3,4,5,6; L.7.1,2,3,4,5,6; L.8.1,2,3,4,5,6; W.6.1,2,4,5,6,7,8,9,10; W.7.1,2,4,5,6,7,8,9,10; W.8.1,2,4,5,6,7,8,9,10; SL.6.1,3,4,6; SL.7.1,3,4,6; SL.8.1,3,4,6

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 Supergirl 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.6.1,2,3,4,5,6,7,8,10; RI.7.1,2,3,4,5,6,7,8,10; RI.8.1,2,3,4,5,6,8,10; L.6.1,2,3,4,6; L.7.1,2,3,4,6; L.8.1,2,3,4,6; W.6.2,4,5,7,8,9,10; W.7.2,4,5,7,8,9,10; W.8.2,4,5,7,8,9,10; SL.6.1,2,4,6; SL.7.1,2,4,6; SL.8.1,2,4,6



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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 and after 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 recommended last in the sequence.

Part One involves creating an initial definition of what a documentary is, based on the students' prior experience and impressions of nonfiction media. Students will then analyze a clip from *Supergirl* and read interviews with the filmmaker.

Part Two will guide students through their impressions of *Supergirl*, leading to a working (but more deeply informed) definition of what a documentary film is. 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.



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What is a Documentary?

NAME: _____

Part One: This activity is broken into multiple sections. First, think of as many aspects and defining characteristics of "documentary film" as you can. You will then watch a film clip as a class. After being assigned to a group, analyze the clip. Then read interviews with the filmmaker, Jessie Auritt, to answer questions later in this activity. Be prepared to discuss your analysis with your classmates.

Film Clip:

<http://www.supergirlmovie.com/synopsis/>

Filmmaker Interviews:

Q&A: DIRECTOR JESSIE AURITT ON THE INNER STRENGTH OF 'SUPERGIRL'

<http://hamptonsfilmfest.org/features/qa-director-jessie-auritt-supergirl/>

'Supergirl': What if Your Documentary Isn't Political? <http://nofilmschool.com/2017/01/supergirl-documentary-jessie-auritt-interview>

Before viewing:

What do you already know about documentary films?

During film clip viewing (Whole-Class):

What would a viewer think the film is about based on the clip?

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

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.

Consider the effectiveness of the clip in communicating its message. As a tool of communication, what are its strengths and weaknesses?



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How do you think the filmmaker wanted the audience to respond? What evidence is there that the filmmaker was looking for this response?

Were there any attempts to persuade the audience? Explain

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

How does the documentary clip make you feel?

Write a question to the filmmaker that is left unanswered by the clip you have viewed.

What is the most interesting aspect of this documentary clip?

While reading the filmmaker interviews (Small Group):

Why did the filmmaker make the film?

What did the filmmaker think about the film subject, Naomi Kutin, before she made the film?

What things are important to the filmmaker?

Based on the filmmaker's responses, what did you learn about what a documentary is?



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If you were to make your own documentary, what would you want it to be about?

What about your documentary topic would you want to highlight specifically?



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What is a Documentary?, continued

NAME: _____

The activity is broken into multiple sections. Be sure to complete the appropriate task during and after your Education Screening trip as indicated. Be prepared to discuss your analysis with your classmates.

During film viewing:

What is/are the central message(s) of this documentary? Be specific. Use examples from the documentary to support your choice.

Discuss the bias in the documentary (point of view of the filmmaker).

Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?

How do you think the filmmaker wanted the audience to respond? What evidence is there that the filmmaker was looking for this response?

Were there any attempts to persuade the audience? Explain when & how.

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

How does it make you feel?



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Were any factual claims made in the documentary? Explain what they were and how they were made.

After film viewing:

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

What is the most interesting aspect of this documentary?

How has *Supergirl* changed your idea of what a documentary is? Did anything surprise you?

Now, develop a working definition of what a documentary is, considering your viewings and discussion.



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Teacher Background for *Who is Supergirl?*

This activity involves both a clip from the film and a brief interview with the subject of the documentary *Supergirl*, Naomi Kutin. 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 familiarize the students with the film's content and subject.

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

As a class watch 2 minute the clip for the documentary, *Supergirl*, that can be found at: <http://www.supergirl.doc.com/synopsis/>. Engage in a class discussion about what students predict the film will be about based on the using using the questions provided.

For the next part of the activity students will view a local TV interview with the subject of *Supergirl*, that can be found at: <http://www.fox5ny.com/news/216189621-video> running time approximately 6 minutes.

Students are to respond to the questions while viewing which are presented in the order they appear in the video. When the interview is over, students should go over their findings and engage in a discussion about the content. Students could also discuss what it would be like to compete at an adult level in a sport as a teenager as Naomi does.



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Watch the local news interview with Naomi Kutin and the film's director

<http://www.fox5ny.com/news/216189621-video>) and respond to the following questions while viewing. Be prepared to share your findings with the class.

5. What led Naomi to the sport of powerlifting?
6. What does Naomi attribute her strength to?
7. How did the film's director learn about Naomi?
8. According to the director, what is the story of the documentary?
9. What do you find to be the most important piece of information from the interview?
10. What are your impressions of Naomi after viewing both the film clip and the interview?



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Teacher Background for *Powerlifting Basics*

This activity introduces students to basics of powerlifting because the film, *Supergirl*, centers around a girl's powerlifting exploits. This activity is to be completed before the film viewing.

For Part One of this activity, students will view read a brief summary about about the sport of powerlifting and take notes on the content. Part Two of this activity is designed to be completed by pairs or small groups of students. The readings are designed to be jig-sawed where pairs or groups will be responsible for reading and reporting on their assigned portion to their classmates.

For Part One, direct students to the "What is Powerlifting?" reading found at <http://www.powerliftingtowin.com/what-is-powerlifting/>. Read the segment as a class and take notes on each major section using the reading guide provided.

After reading the overview, assign pairs or groups of students to read about the different components of a powerlifting competition, and provide the requested information on the reading guide.

- Bench Press: <http://www.powerliftingtowin.com/powerlifting-rules-bench-press/>
- Squat: <http://www.powerliftingtowin.com/powerlifting-squat-rules/>
- Deadlift: <http://www.powerliftingtowin.com/powerlifting-rules-deadlift/>

When pairs/groups are done summarizing their assigned information, students are to share their findings with their peers so students can complete the entire reading guide.

The reading in Part Two could also be broken up in a small group of 3-6 students where the tasks are jig-sawed and reported on in the group entirely.

Each component has a video to accompany the reading which could be viewed by the pairs/groups or be viewed as a whole class.



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Powerlifting Basics

NAME: _____

Part One: Read and report on each section of "What is Powerlifting?" while completing the reading as a class. (<http://www.powerliftingtowin.com/what-is-powerlifting/>)

Summarize the information provided in the "Powerlifting Basics" section of the reading.

Summarize the information provided in the "Who does Powerlifting?" section of the reading.

Summarize the information provided in the "So...Why Powerlifting?" section of the reading.



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Part Two: With a partner or with a small group, complete ONE (1) of the following sections. Be prepared to share your findings with the class so everyone gets all the information.

Bench Press: <http://www.powerliftingtowin.com/powerlifting-rules-bench-press/>

Summarize the general details of the bench press portion of a powerlifting competition.

What are the four (4) technical rules of the bench press?

- 1)
- 2)
- 3)
- 4)

What are some of the ways your bench press attempt could be disqualified?

Squat: <http://www.powerliftingtowin.com/powerlifting-squat-rules/>

How are white and red lights used in the squat portion of a powerlifting competition?

What does the squat portion of the competition entail?



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What are the four (4) technical rules of the squat competition?

- 1)
- 2)
- 3)
- 4)

Deadlift: <http://www.powerliftingtowin.com/powerlifting-rules-deadlift/>

Why is the deadlift considered the simplest task in a powerlifting competition?

Summarize the general details of the deadlift portion of the competition.

What are the six (6) ways your deadlift could be disqualified?

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)



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Teacher Background for *Judaism Research*

This is a three-part activity. All parts can be completed both before and after the film viewing, but students will likely have a greater appreciation of the film if they complete the research before the film viewing. Because the film, *Supergirl*, centers around a young, Orthodox Jewish girl, it is helpful for students to have some background information on the practices of Judaism.

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 Jewish faith. Specific, well organized, information for kids about the faith can be difficult to find through a basic internet search, but the site "Information on the Jewish Religion" found at <http://resources.woodlands.kent.sch.uk/Homework/religion/jewish.htm#types> will answer all the questions on the chart provided. 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 general information about the Jewish faith or they may choose to focus on a specific feature of the religion. 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, 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 or <https://prezi.com> to develop a presentation. A video about infographics can be found at <https://youtu.be/ZEy5IDKgdFY> and a video on Prezi can be found at <https://www.youtube.com/watch?v=vCkvy4Gvqw8> it is recommended that the video be viewed and discussed as a class. The development of the presentation 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 work, display it in the room for classmates to review, or orally present their work.



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Judaism Research

NAME: _____

Part One: Conduct research on the following questions/topics and record your findings in the space provided.

Question	Response
Where did Judaism originate from?	
What do Jews believe?	
What is the symbol of Judaism?	
Where do Jews worship?	
What is the most important day of the week for Jews?	
What happens on the Shabbat in the Jewish family?	
What special things do Jews wear?	
What are a bar mitzvah and a bat mitzvah?	
What are the different types of Jews?	
What is Kosher food?	
Provide one additional fact someone should know about Judaism.	



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Judaism 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 or ideas you want to focus on AND respond to the questions that follow:

1. _____

2. _____

What do you want your reader to understand about the the Jewish faith after they have reviewed your display?

Why is it important that they know that information?



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

It is recommended that you create an infographic or presentation 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). You could also go to <https://prezi.com> to develop an interactive presentation.

An informational video on creating infographics on Easel.ly can be found at <https://youtu.be/ZEy5IDKgdFY> and a how to video for development of a Prezi can be found at <https://www.youtube.com/watch?v=vCkvy4Gvqw8> to assist you in developing your work.

When making an infographic or presentation 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.



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Teacher Background for *Social Media Pros and Cons*

A reoccurring element in the film *Supergirl* is social media use. Whether power lifter Naomi Kutin is looking at comments on one of her YouTube videos, selecting a picture for her Instagram account, or her dad is posting updates to her Facebook account, social media is an important aspect of the film. This activity introduces students to a series of pros and cons related to social media and asks them to question the impact of social media on their own lives.

For Part One of the activity, students will review and discuss a number of social media pros and cons in the four-minute video “The Pros and Cons of Social Media on Teens” that can be found at: <https://www.youtube.com/watch?v=IqP4Xyqlq94>. Students should record information from each section from the video in the space provided on the chart. When they are done viewing and taking notes, the video can be discussed as a whole class group, in small groups, or with a partner.

For Part Two, students will rate the impact and importance of those specific social media pros/cons in their own lives to consider whether or not the pros outweigh the cons. The goal here is for students to look at both the positive and negative aspects of social media on their own lives and engage in a dialogue with their peers about whether or not examining that impact will have any change on their social media usage.



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Social Media Pros and Cons

NAME: _____

Part One: Take notes on each part of the video in the space provided on the chart. Be prepared to share your work with the class. (<https://www.youtube.com/watch?v=lqP4Xyqlq94>.)

Pros of Social Media

Builds self esteem	
Make new friends	
Improve relationships	
Helps socially isolated or shy teens connect with others	
Helps students do better in school	

Cons of Social Media

Harms school performance	
Less face-to-face interaction	
Social networking facilitates cyberbullying	
Enables cheating in school	



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Social Media Pros and Cons, Continued

Part Two: On a scale of 1-5 (1 is low and 5 is high), rate the impact on/importance of each social media pro/con in your own life.

Social Media Pros

Importance of Social Media in my own life	Rate the <u>importance</u> of this aspect on a scale of 1-5
Builds your self esteem	1 2 3 4 5
Helps you make new friends	1 2 3 4 5
Helps you or friends your shy friends connect with others	1 2 3 4 5
Helps you do better in school	1 2 3 4 5
TOTAL	

Social Media Cons

Impact of Social Media on my own life	Rate the <u>impact</u> of this aspect on a scale of 1-5
Harms your school performance	1 2 3 4 5
Provide you less face-to-face interaction	1 2 3 4 5
Opens up the possibility of cyberbullying in your life	1 2 3 4 5
Enables you or your friends to cheat on school assignments	1 2 3 4 5
TOTAL	

How is social media good for your life?

How is social media bad for your life?

Look at your totals in each chart. Do the cons of social media outweigh the pros for you or do the pros outweigh the cons? Explain.

Considering your ratings, do you plan to make any changes to your social media usage?

Do you think that social media is necessary in our society? Explain your response.



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Teacher Background for *Discussion Questions*

This is a two-part activity. Part One is to be completed before the film viewing; Part Two can only be completed after the film viewing.

These questions are designed to get students thinking and talking about the content of the film, and talking about some of the situations the film. Students should be encouraged to discuss these ideas both before and after viewing the film.

Though this activity can be completed by students independently, the activity is best suited for whole-small-whole instruction, small groups, or partners. The activity could be broken up so students are not responsible for responding to all the questions, just ones they select or are assigned, or this activity can also be completed through general oral discussion alone as opposed to having students record their responses.

In Part One, which *is to be done before the film viewing*, students are asked to consider circumstances and situations in the film, and are asked connect the content to their own lives. In Part Two, which *can only be done after the film viewing*, students are asked to review the circumstances and situations and indicate how Naomi Kutin reacted. Students may discuss the situation specifically or discuss the importance of the situation in the context of the film. With both parts, it is encouraged to have students discuss their responses with a partner, in groups, or as a whole class.



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Discussion Questions

NAME: _____

Part One: Before viewing the film, respond to the questions considering your own experiences. After viewing the film, respond considering Naomi Kutin's experiences.

Your Experience	Naomi's Experience
What do you do to get yourself motivated to do something challenging?	What does Naomi do to get herself motivated for a big lift?
When are you the most fearless?	When is Naomi the most fearless?
When are you the most worried about what others think?	When is Naomi the most worried about what others think?
Under what circumstances would you let your parents run a social media account of yours?	Why does Naomi allow her dad to run her Facebook account?



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What are your experiences with social media comments getting to you?	What are Naomi's experiences with social media comments getting to her?
How do you feel when watching videos of yourself?	How does Naomi feel when watching videos of herself?
Do you find it difficult to live up to other people's expectations? Why or why not? Explain.	What were Naomi's concerns about living up to other people's expectations?
How do you feel when you think you haven't lived up to someone else's expectations of you?	How does Naomi feel when she feels she hasn't lived up to other people's expectations of her?



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What are you passionate about? Why do you feel so strongly about it?	What is Naomi passionate about? Why does she feel so strongly about it?
How do you think you would feel if you lost the ability to do what you're passionate about?	How did Naomi feel when she lost the ability to powerlift?
Where do you find support in your life? Within yourself?	Where does Naomi find support in her life? Within herself?



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Teacher Background for *Writing a Movie Review*

This activity involves composition of a movie review for *Supergirl*. This activity is designed to be completed after the film viewing so students are provided with the platform to discuss their opinions and analysis of the film. Part One could be completed either before or after the film viewing; Parts Two and Three can only be completed after the film viewing.

Part One of this activity can be completed by students as a whole class group or in small groups. Parts Two and Three of the activity are designed to be completed independently in the classroom or at home, but it can easily be adapted so students complete the work as a small group. Teachers can elect to have students present their work or simply submit their product.

For Part One of this activity, *which can be completed both before or after the film*, students will first articulate their own familiarity with movie reviews orally and in writing. Students will then read a few movie reviews that can be found at: https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-files-in-body/sample_movie_reviews.pdf and provide their analysis of how the reviews are organized and what components are present in the review. The reviews could be broken up so not all students are responsible for reading all three reviews. Students could also go to <https://www.rottentomatoes.com> and locate their own reviews to analyze. Students should notice that the reviews provide the setting of the film, the characters and how they develop in the film, the plot of the film, and the reviewer's opinion of the film.

For Part Two, *which can only be completed after the film viewing*, students will record information from *Supergirl* by answering the questions provided to begin development of their own movie review.

For Part Three, students will develop their own movie review. A simple organizational structure for the student film reviews would be a brief summary of the film, an analysis of a specific moment or character in the film, and their opinion of the film.

NOTE: This activity is adapted from a lesson plan developed by Scholastic. The full lesson plan can be found at: <http://www.scholastic.com/teachers/lesson-plan/writing-movie-reviews-lights-camera-publish>



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Writing a Movie Review

NAME: _____

Part One: Review the sample movie reviews and record your observations about the reviews in the space provided.

What is your own familiarity with movie reviews?

What do you notice about the type of information included in the movie review?

What do you notice about how the movie reviews are organized?

What do you notice about the personal opinions provided by the reviewer?

What do you think is the most important thing in a movie review? Why?



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Part Two: Complete the information for Supergirl to begin organizing your thoughts for your own movie review.

What is the setting of the film?

Who are some of the characters in the film? Do those characters change or stay the same? Explain.

What is the plot of the film?

Provide a brief summary of the film:

What is your opinion of the film?

Who would you recommend this film to? Why?



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Part Three: Organize your responses from Part Two into a movie review of Supergirl. A simple organizational structure would be a one-paragraph summary of the film including the setting, the characters, and the basic plot, a one-paragraph analysis of a specific aspect of the film like the plot or a character, and a one-paragraph opinion of the film and who you would recommend see the film.



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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 festival screening, but Part Two could be done before viewing the festival film.

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 this 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 both before and 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.



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Supergirl Documentary Analysis

NAME: _____

Part One: Naomi Kutin'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 Naomi and her experience?	
What is interesting about Naomi and her experience?	
What events did the filmmaker choose to show/focus on?	
What past events from Naomi's life did the filmmaker choose to include?	
Who are the Characters?	
Aside from Naomi, 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 are 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 or "stock" footage are things that filmmakers use to help tell their story (ex. news reports, home movies, etc.). What sorts of archival footage did the filmmaker utilize in <i>Supergirl</i> ?	
What mood did the archival footage evoke?	



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Making your own Documentary

NAME: _____

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

What is my Documentary's Narrative?	
What do you want your audience to see/understand about the subject of your documentary?	
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 are things like objects, cityscapes, etc. that help create the atmosphere for a documentary. What sorts of objects or places will you utilize to create a sense of environment?	
What mood do you want your B-roll footage to evoke?	
Archival or "stock" footage are things that filmmakers use to help tell their story (ex. news reports, home movies, etc.). 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?	

EXTENSION ACTIVITY: Develop your treatment into an actual film and submit it to the Milwaukee Film Festival. More information can be found at: <http://mkefilm.org>



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