



### ***T-Rex* 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 *T-Rex*. Your cooperation ensures that we are able to continue applying for funding to bring in these films and offer them to you (and literally thousands of students) at such a low cost.

This packet includes several suggestions of activities and discussion questions that fulfill a variety of Common Core Standards. Let me know if you need a different file format! Feel free to adapt and modify the activities for your own classroom. Students could also simply journal, blog, or write about their experience.

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

**There is an Essay Contest in this packet!** Submit writing from your students in response to the standard prompt we offer here by Friday, 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](mailto: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 *T-Rex* 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!

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

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



### **T-Rex Curriculum Packet Contents**

*T-Rex* provides teachers and students an opportunity to explore a variety of issues surrounding poverty, race, gender, and perseverance. The following activities are designed to connect students' experiences viewing *T-Rex* to other relevant events, texts, and themes while employing high-order thinking.

Many of the activities have sections that can be completed before the film viewing to get students thinking about the topics and themes the film presents. The activities in this packet marked \* below have been developed to be copied back-to-back so students could complete one part before the film viewing and have the work returned to complete the other part(s) after the film viewing.

**Discussion Questions (2 Parts; Part One: before viewing; Part Two: after viewing) \***

*Common Core-English Language Arts (CC-ELA) Literacy Standards:* L.9-10.1-2, L.11-12.1-2, W.9-10.4, W.9-10.9-10, W.11-12.4, W.11-12.9-10, SL.9-10.1, SL.9-10.6, SL.11-12.1, SL.11-12.6, RI.9-10.1, RI.11-12.1

**Confronting Gender Norms (2 Parts; Part One: before or after viewing; Part Two: after viewing)**

*CC-ELA Literacy Standards:* L.9-10.1-2, L.11-12.1-2, W.9-10.4, W.9-10.9-10, WW.11-12.4, W.11-12.9-10, SL.9-10.1, SL.9-10.6, SL.11-12.1, SL.11-12.6, RI.9-10.1, RI.11-12.1

**A Tale of Two Cities Comparative Analysis (3 Parts; all parts: before or after viewing)**

*CC-ELA Literacy Standards:* L.9-10.1-2, L.11-12.1-2, RI.9-10.1, RI.11-12.1, RI.9-10.7, RI.11-12.7, RI.9-10.10, RI.11-12.10, W.9-10.4, W.9-10.6-10, W.11-12.4, W.11-12.6-10, SL.9-10.1-2, SL.9-10.4-6, SL.11-12.1-2, SL.11-12.4-6

**Olympic Facts (3 Parts; all parts: before or after viewing)**

*CC-ELA Literacy Standards:* L.9-10.1-2, L.11-12.1-2, RI.9-10.1, RI.11-12.1, RI.9-10.7, RI.11-12.7, RI.9-10.10, RI.11-12.10, W.9-10.4, W.9-10.6-10, W.11-12.4, W.11-12.6-10, SL.9-10.1-2, SL.9-10.4-6, SL.11-12.1-2, SL.11-12.4-6

**Celebrity Endorsements (2 Parts; Part One: before viewing; Part Two: after viewing) \***

*CC-ELA Literacy Standards:* L.9-10.1-2, L.11-12.1-2, W.9-10.4, W.9-10.9-10, W.11-12.4, W.11-12.9-10, SL.9-10.1, SL.9-10.6, SL.11-12.1, SL.11-12.6, RI.9-10.1, RI.11-12.1

**Olympic Expectations (2 Parts; Part One: before viewing; Part Two: after viewing) \***

*CC-ELA Literacy Standards:* L.9-10.1-2, L.11-12.1-2, W.9-10.4, W.9-10.9-10, W.11-12.4, W.11-12.9-10, SL.9-10.1, SL.9-10.6, SL.11-12.1, SL.11-12.6, RI.9-10.1, RI.11-12.1

**Documentary Analysis/Making your own Documentary (2 Parts; Part One: after viewing; Part Two: before or after viewing)**

*CC-ELA Literacy Standards:* L.9-10.1-2, L.11-12.1-2, W.9-10.4, W.9-10.9-10, W.11-12.4, W.11-12.9-10, RI.9-10.1-2, RI.9-10.5, RI.9-10.10, RI.11-12.1-2, RI.11-12.10, SL.9-10.1, SL.9-10.6, SL.11-12.1, SL.11-12.6

**Who is Claressa Shields? (1 Part; after viewing)**

*CC-ELA Literacy Standards:* L.9-10.1-2, L.11-12.1-2, RI.9-10.1-2, RI.9-10.7, RI.9-10.10, RI.11-12.1-2, RI.11-12.7, RI.11-12.10, W.9-10.4, W.9-10.9-10, W.11-12.4, W.11-12.9-10, SL.9-10.1-2, SL.9-10.4-6, SL.11-12.1, SL.11-12.4-6

**Essay Contest**

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



## Teacher Background for Discussion Questions

This is a two-part activity. Although Part One can be completed either before viewing the film or after, it is recommended for *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 both before the viewing and after the viewing.

Although this activity can be completed by students independently, the activity is best suited for whole-small-whole instruction or whole group discussion. 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 *can be done either before or after the film viewing*, students are asked to respond to a series of general questions that will get them talking about issues that appear in the film, and make connections to their own lives. This activity can be done individually or discussed as a whole group. The questions with an \* could also be discussed after the film as well to have the students discuss how their opinions have changed/been confirmed having viewed the film.

As further preparation for the trip to see the film, you might want to have students preview the film's trailer, possibly as a part of discussing or writing in response to some of the Part One questions. The film trailer can be found online here: <https://vimeo.com/45863496>

In Part Two, which *can only be done after the film viewing*, students are asked to respond to a series of specific questions related to the film that will keep the students talking about issues that appear in the film, and make connections to their own lives. This activity can be done independently or discussed as a whole group.





**Discussion Questions: Part One**

NAME: \_\_\_\_\_

*Respond to the following questions AND be prepared to share your responses with the class. You may be asked to discuss the \* questions again after viewing the film.*

What do you know about the sport of boxing?

\* What is your opinion of boxing?

\* What are your feelings about the following statement: "I love beating people up and making them cry."?

Who do you think would say such a thing? Why do you make such a prediction?

\* Should a coach have an influence/say about an athlete's personal life decisions? Why or why not?

Describe a time you were underestimated and showed you could do more than what was expected of you. What happened? Explain.

What are you passionate about?

*(continued on next page)*



What have you sacrificed or would you sacrifice to achieve your dreams?

\* Is it ever OK to mix business with pleasure? Explain.

\* What is your opinion of the saying: "You're only as good as your competition."? What do you think that means? How is that saying true in your own life? Explain.

\* What is the difference between confidence and cockiness?

\* Do people sometimes confuse confidence with cockiness or vice versa? Explain.

\* What is your opinion of the saying: "Do as I say, not as I do."? When has this saying been true in your own life? Explain.



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**Discussion Questions: Part Two**

NAME: \_\_\_\_\_

*Respond to the following questions AFTER viewing the film AND be prepared to share your responses with the class.*

Claressa said boxing saved her from making poor choices. What has kept you from making poor choices? Explain.

Jason, Claressa's coach, indicated he doesn't get paid for the work he does. What would you do for free? Why? Explain.

Jason won't let Claressa pursue a relationship with Rell. How do you feel about Jason's decision? Explain.

How would the documentary be different had the main subject been a male boxer? Explain.

Jason said Claressa could do whatever she wanted after the Olympics. Was he true to his word? Explain.

*(continued on next page)*



Jason said he thought he'd have a boxing prodigy, but he never thought it would be a girl. What are your feelings about this statement? Explain. Do you think lots of other girls/women get overlooked for opportunities because people have a mentality like Jason does? Explain.

Claressa is asked to stop saying, "I love beating people up and making them cry." Do you think she would have been asked to stop saying that if she were a male boxer? Why or why not? Explain.

What aspect of the film do you find to be the most inspirational? Why? Explain.

If you were the filmmaker of *T-Rex*, what would you have changed about the film? What would you have focused on more?



## Teacher Background for Confronting Gender Norms

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

Because we live in a society governed by prescribed gender norms, it is necessary to confront that reality, and consider how it impacts our daily lives. This activity is designed to get students talking about our own expectations of gender and how gender constructs impact our own daily lives.

Though this activity can be completed by students independently, the activity is best suited for whole-small-whole instruction or whole group discussion.

In Part One, which *can be done either before or after the film viewing*, students are asked to consider what gender norms are and how those socially constructed expectations manifest themselves in athletics. This activity can be done individually or discussed as a whole group.

⇒ **TEACHERS!** Please be sure to add boxing, gymnastics, wrestling, and swimming to the discussion as it will help connect the conversation to the film.

In Part Two, which *can only be done after the film viewing*, students are asked to consider Claressa Shields' experience as an athlete and how those gender norms have impacted her experience as an athlete. This activity also asks students to begin a dialogue about how gender constructs have impacted their own lives and experiences. This activity can be done individually or discussed as a whole group.





**Confronting Gender Norms: Part One**

NAME: \_\_\_\_\_

*Consider your expectations about gender and consider the following questions:*

What are “Gender Norms”? What does this mean?

Do you believe there are “male” activities and “female” activities? Why or why not? Explain.

Brainstorm as many sports as you can think of and list them below:

Considering your explanation of gender norms, organize the sports you listed by gender here:

<b>“Male” Sports</b>	<b>What makes these “male” sports?</b>
<b>“Female” Sports</b>	<b>What makes these “female” sports?</b>
<b>Gender “Neutral” Sports</b>	<b>What makes these gender “neutral” sports?</b>

Based on the list you generated, explain how athletic opportunities compare for males and females.



**Confronting Gender Norms: Part Two**

NAME: \_\_\_\_\_

*After attending the film screening, consider your prior expectations about gender and answer the following questions:*

Considering your understanding of gender norms, explain how Claressa Shields has **gone against** prescribed gender norms.

How has Claressa Shields **followed** prescribed gender norms?

Considering the fact that Claressa is a female boxer, what obstacles has she faced/will she likely face as a part of the sport?

Do you believe Claressa will face more or less obstacles after her experience at the 2012 Olympics? Explain.

What obstacles do you face on a daily basis due to your gender? Explain.



## Teacher Background for A Tale of Two Cities Comparative Analysis

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

Because the majority of the film takes place in Flint, Michigan it is helpful for students to have some background information on Flint and how it compares to their own city. This activity is designed to get students researching facts about their own city and drawing comparisons between their own city and Flint, Michigan.

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 their city and Flint, Michigan. Students should work to locate the information independently, but if they get stuck you could direct them to: [www.quickfacts.census.gov](http://www.quickfacts.census.gov) where they can compare multiple cities at a time, or [www.city-data.com](http://www.city-data.com) to assist them with their 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 both cities, or they may choose to focus on specific aspects of a single city. 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 Parts One and 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://vimeo.com/3778187> and it is recommended that the 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.

NOTE: There are two opportunities in this packet for students to create visual displays of their research findings. It is recommended that the students develop either their Olympic Research OR their City Research into an infographic.





**A Tale of Two Cities Comparative Analysis: Part One**

NAME: \_\_\_\_\_

*Conduct research on the following topics for both your city and Flint, Michigan to compare the feature of the two cities. Also determine two additional areas of research to further compare/contrast the two cities.*

Research Topics	Your Findings: Your City	Your Findings: Flint, MI	Source
Population			
Racial Demographics			
Graduation Rates			
Residents under the age of 18			
High School Graduates			
College Graduates (Bachelor's Degree)			
Average Income			
Persons living in Poverty			
Crime Index			
Other Information to Research:			
Other Information to Research:			



**A Tale of Two Cities Comparative Analysis: Part Two**

NAME: \_\_\_\_\_

Select a few aspects of your research you feel your teacher and peers should know about the information you collected in Part One. 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 your city/Flint, Michigan after they have reviewed your display?

Why is it important that they know that information?



### A Tale of Two Cities Comparative Analysis: Part Three

Develop the information you selected into a visual display to enhance your communication of your research.

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://vimeo.com/3778187> 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.





## Teacher Background for Olympic Research

This is a three-part activity. All three parts could be completed either before or after the film viewing, but students will likely have a greater appreciation of the information after they view the film.

Because the film centers around Claressa Shields' 2012 Olympic bid, it is helpful for students to have some background information on the 2012 Olympics. This activity is designed to get students researching facts about the 2012 Olympic games in order to better understand Claressa's experience both before and after the Olympics.

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 2012 Olympics. Students should work to locate the information independently, but if they get stuck you could direct them to: [sbnation.com](http://sbnation.com) to assist them with their 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 male athletes and female athletes, or they may choose to focus on the sports or events. 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 Parts One and 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://vimeo.com/3778187> and it is recommended that the 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.

NOTE: There are two opportunities in this packet for students to create visual displays of their research findings. It is recommended that the students develop either their Olympic Research OR their City Research into an infographic.



**Olympic Research: Part One**

NAME: \_\_\_\_\_

Conduct research on the following questions and record your findings AND the source in the space provided.

Question	Response			Source
How many sports were in the 2012 Olympics?				
What sport had the most available medals?				
What sport had the least available medals?				
How many medal events were in the 2012 Olympics?				
How many medal events were available to male athletes?				
How many medal events were available to female athletes?				
How many athletes did the U.S. send to the 2012 Olympics?				
How many male athletes did the U.S. send to the 2012 Olympics?				
How many female athletes did the U.S. send to the 2012 Olympics?				
How many sports did U.S. athletes participate in in the 2012 Olympics?				
How many medal events did U.S. athletes participate in in the 2012 Olympics?				
Complete the chart for medals won by Olympic athletes in the 2012 Olympics	Male	Medal	Female	
		Gold		
		Silver		
		Bronze		
Other Information to Research:				





**Olympic Research: Part Two**

NAME: \_\_\_\_\_

Select a few aspects of your research you feel your teacher and peers should know about the information you collected in Part One. 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 2012 Olympics after they have reviewed your display?

Why is it important that they know that information?





### **Olympic Research: Part Three**

Develop the information you selected in Part One into a visual display to enhance your communication of your research.

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://vimeo.com/3778187> 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.



## Teacher Background for Celebrity Endorsements

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

Because media is such a large part of our daily lives, it is necessary to interrogate the individuals selling us our products. This activity is designed to get students talking about the people that are tasked with selling our products and what attributes make a quality spokesperson.

Though this activity can be completed by students independently, the activity is best suited for whole-small-whole instruction or whole group discussion.

In Part One, which *can be done either before or after the film viewing*, students are asked to consider who is endorsing the products and brands we use every day and why those individuals are both strong and weak representatives of those brands and products. Students are also asked to analyze the information they collected and come to a consensus on what qualities make a good celebrity endorsement or celebrity spokesperson. This activity can be done individually or discussed as a whole group.

In Part Two, which *can only be done after the film viewing*, students are asked to consider Claressa Shields' attributes and consider the endorsements she was offered, and lack thereof, and why. This activity requires that students integrate the information they generated from Part One, Part Two, and the film viewing and begin to consider why companies select the celebrities they do to endorse the products we use every day. This activity can be done individually or discussed as a whole group.





**Celebrity Endorsements: Part One**

NAME: \_\_\_\_\_

Brainstorm all the celebrity spokespeople that you can think of and identify the corresponding information in the table below; the first line has been completed as an example. Then, answer the questions that follow.

Celebrity	Celebrity's claim to fame	Brand/Product	Reasons the celebrity is a weak/strong endorsement for the brand or product
<i>George Foreman</i>	<i>Professional heavyweight boxer</i>	<i>George Foreman Grill</i>	<i><u>Strong:</u> Has a busy schedule; has lots of children; has a large appetite as a boxer</i> <i><u>Weak:</u> Boxing has nothing to do with food prep.; no longer a well-known celebrity</i>
			<u>Strong:</u>  <u>Weak:</u>
			<u>Strong:</u>  <u>Weak:</u>
			<u>Strong:</u>  <u>Weak:</u>
			<u>Strong:</u>  <u>Weak:</u>
			<u>Strong:</u>  <u>Weak:</u>

What qualities do the celebrity endorsers you identified share?

What qualities do you think companies look for when considering hiring a celebrity to endorse their product or to represent their brand?



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



**Celebrity Endorsements: Part Two**

NAME: \_\_\_\_\_

*Respond to and discuss the following questions AFTER viewing the film.*

What qualities does Claressa Shields possess that would make her a good celebrity spokesperson?

What qualities does Claressa Shields lack that would prevent her from being a good celebrity spokesperson?

What products or brands would Claressa be best suited for as a celebrity spokesperson? Would those brands or products result in more short-term or long-term endorsement deals? Why?

Based on all the factors you considered, was it realistic of Claressa, her coach, and her family to have the expectation that endorsements and sponsorships would be offered in abundance? Why?

Do you find Clarissa's medal win more or less significant having researched additional information about the 2012 Olympics? Why or why not? Explain.

Considering the number of Olympic medals won by U.S. athletes in the 2012 Olympics, as revealed in your research, was it realistic of Claressa Shields and her coach to expect major endorsement deals? Why or why not? Explain.



## Teacher Background for Olympic Expectations

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

Because viewers of the Olympics usually only hear about Olympians during the games, this activity will offer students the opportunity to consider the life experience of an Olympian both before and after their Olympic experience.

Though this activity can be completed by students independently, the activity is best suited for whole-small-whole instruction or whole group discussion. This activity could easily be done in small groups where student groups are asked to evaluate a single person and share their information with the class.

In Part One, which *is best done before viewing the film*, students are asked to consider the life experiences of an Olympic athlete in general. Here students are asked to articulate their opinions about the experiences of an Olympian and their opinions of the people in the Olympian's life. Students will likely report out very positive experiences and a considerable support system for the athlete as the media generally only highlights those very positive experiences.

In Part Two, which *can only be done after the film viewing*, students are asked to consider Claressa Shields' experience both while she was in training for the Olympics and after her Olympic experience. This activity requires that students analyze the people profiled in the film and compare that information to their previous notions about the experience of an Olympic athlete.



**Olympic Expectations: Part One**

NAME: \_\_\_\_\_

Imagine someone is preparing to compete in the Olympics. How would you expect the people in the Olympian's life to act before the competition and after earning an Olympic medal?

Person(s)	Preparing for the Olympics	After winning an Olympic medal
Olympic Athlete		
Athlete's Parents		
Athlete's Coach		
Athlete's Community		
Athlete's Potential Sponsors		

In general, what are your expectations about the life of an Olympian and the support provided by those in an Olympian's life while they are training for the Olympic Games?

In general, what are your expectations about the life of an Olympian and the support provided by those in an Olympian's life after they earn an Olympic medal?



**Olympic Expectations: Part Two**

NAME: \_\_\_\_\_

Having learned Claressa Shields' story, complete the chart detailing the behavior and actions of the people in Claressa's life both while she prepared for the Olympics and after her Olympic experience.

Person(s)	Preparing for the Olympics	After Olympic Experience
Claressa Shields		
Claressa's Parents		
Claressa's Coach		
Claressa's Community		
Claressa's potential sponsors		

How does Claressa's experience compare to your expectations about the life of an Olympic athlete while preparing for the Olympic Games?

How does Claressa's experience compare to your expectations about the life of an Olympic athlete after the Olympic Games?





## **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, but Part Two could be done before viewing the 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 can also be completed through general oral discussion 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 *could 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 for the Milwaukee Youth Show (a showcase of films made by local filmmakers ages 18 and under).



**T-Rex Documentary Analysis**

NAME: \_\_\_\_\_

Claressa Shields' story was planned and organized by the filmmakers just as any other film is. After viewing the film, analyze the choices the filmmakers made to tell the story and convey their message.

<b>What's the Story?</b>	
What did the filmmakers want the audience to see and understand about Claressa and her experience?	
What is interesting about Claressa and her experience?	
What events did the filmmakers choose to show/focus on?	
What past events from Claressa's life did the filmmakers choose to include?	
<b>Who are the Characters?</b>	
Aside from Claressa, what other characters were important to tell this story?	
What role did these other characters have in the film? Comic relief? Testimony?	
<b>What are the B-roll Images/Stock Footage?</b>	
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 or stock footage is things like news reports or other pre-existing video footage that filmmakers use to help tell their story. What sorts of archival or stock footage did the filmmakers utilize in <i>T-Rex</i> ?	
What mood did the archival/stock footage evoke?	



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



**Making your own Documentary**

NAME: \_\_\_\_\_

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.

<b>What is my Documentary's Narrative?</b>	
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?	
<b>Who are the Characters in my Documentary?</b>	
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?	
<b>What are the B-roll Images/Stock Footage for my Documentary?</b>	
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 or stock footage is things like news reports or other pre-existing video footage of a subject that filmmakers use to help tell their story. What sorts of archival 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: [mkefilm.org](http://mkefilm.org)



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### Teacher Background for Who is Claressa Shields?

This activity is to be done after attending the film screening.

Because the film only highlights specific aspects of Claressa's life during a specific time frame, additional background information is helpful to more fully understand her as a person. This activity is designed to get students reading and talking about Clarissa the Person so they can better appreciate Claressa the Athlete.

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.

For this activity students are asked to read the article "Olympic gold medalist Claressa Shields' shocking revelation," which can be found online at: <http://sports.yahoo.com/news/olympic-boxing-gold-medalist-claressa-shields-221434078.html>. They should pause while reading to reflect on the content. The article is broken into four (4) sections, and students should read a section and respond to the questions provided BEFORE moving to the next section. It is best if the students discuss the section read/their responses as a class, small group, or with a partner before moving on to the next section.

⇒ **TEACHERS!** The article sections are NOT labeled. The article's divisions are indicated by a ----- . Teachers could control students' reading by handing out the reading and perhaps even the questions provided section-by-section to assure the effect of the writing is preserved. (There are some twists!)



**Who is Claressa Shields?**

NAME: \_\_\_\_\_

Read the article "Olympic gold medalist Claressa Shields' shocking revelation," which can be found online at: <http://sports.yahoo.com/news/olympic-boxing-gold-medalist-claressa-shields-221434078.html>.

The article is broken into four (4) sections. After reading each section, respond to the questions provided BEFORE reading the next section. Please be as detailed as possible in your responses.

**After reading the title:**

Even before reading the article, what do you think it will be about based on the title?

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**After reading section one:**

What do you think about the fact that Claressa has a daughter now? Explain your response in detail.

How do you think having a young child will impact Claressa's plans to compete in the 2016 Olympics?

What struggles did Claressa face growing up in Flint? What do you believe was the most challenging for her? Why?

At the end of section one it is indicated that Claressa will reveal information about "the men". What do you think she'll say? Why do you make such a prediction?



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**After reading section two:**

How has your understanding/opinion of Claressa changed knowing her backstory?

At the end of section two it is indicated that there is a story behind her becoming a mother. What do you think the story is? Why do you make such a prediction?

---

**After reading section three:**

Were you surprised to learn the story behind her daughter? Why or why not? Explain.

How have Claressa's endorsement opportunities changed since the end of the film?

Do you feel the endorsements in the works are appropriate for Claressa? Why or why not?



**After reading section four:**

Why do you think that Claressa's one loss has stuck with her so much?

How would a single loss on your otherwise perfect record make you feel?

Can you think of a time in your own life, or someone else's, where a perfect record has been tarnished? Explain your/their experience.

Claressa indicated that prior childcare arrangements with her cousin fell through. Do you believe Claressa would have taken on the responsibility of a child had she not had such an arrangement? Why or why not?

List the obstacles Claressa has had to overcome to achieve her goals.

Why do you think Claressa feels she is a role model for girls specifically instead of being a role model because of the many other obstacles she had faced?

Considering both the information provided in the article and the film, which of the challenges that Claressa has overcome is the most inspirational to you? Why? Explain.

How has your opinion of Claressa changed after reading the article?



## 2015 ESSAY CONTEST

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

### Submission Details:

- You may elect to send all of your students' work or just a selection.
- For each submission, attach a completed and signed release slip (a set of these forms is attached). If the student is 18 or over, s/he may sign the form him/herself.
- Mail all submissions to:  
Milwaukee Film attn: Essay Contest  
229 E Wisconsin Ave #200  
Milwaukee, WI 53202
- Submissions must be postmarked by November 16, 2015
- Teachers of winning entries will be notified by November 30, 2015 and we will coordinate a date/time to present the award to the student. Due to anticipated volume, we unfortunately cannot inform all submissions' teachers or provide feedback to writers.

### Essay Prompt—Grades 9-12:

During the film, Claressa is advised by a publicist to stop saying that she boxes because she "loves beating people up."

Write an essay in which you develop an opinion on whether Claressa ought to stop saying this. First, explain what it means when she says this in the context of the sport of boxing and her life as the film portrays it. Then use at least three specific examples from the film to illustrate your position on Claressa's quote. Essays should be a minimum 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 what "beating people up" means in and out of the sport of boxing, the gendered assumptions of this phrase, etc. After they have completed a first draft, feel free to have them workshop their writing and revise/edit their work accordingly. Submissions may be handwritten or typed, depending on your resources.

This essay prompt is structured similarly to those used in the AP Language exam; AP teachers might opt to use this prompt in a mock exam environment, encouraging students to learn how to perform timed writing of this sort.







**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 student's writing to be submitted for consideration in the Milwaukee Film 2015 Essay Contest. For students under age 18, a parent/guardian should sign, a student aged 18+ may sign for him/herself:*

**Authorized Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Authorized Signer Full Name (printed)** \_\_\_\_\_

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