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SEPT. 28 - OCT. 12, 2017

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***The Blood is at the Doorstep* 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 *The Blood is at the Doorstep*. 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 *The Blood is at the Doorstep* 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 & Education Director, Milwaukee Film



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The Blood is at the Doorstep Curriculum At-a-Glance

The Blood is at the Doorstep provides teachers and students an opportunity to explore a variety of issues surrounding excessive force by police, misunderstanding regarding mental health issues, racial bias in our society, how police departments investigate officer involved shootings, how the media portrays victims of police shootings. The following activities are designed to connect students' experiences viewing *The Blood is at the Doorstep* 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 and After Film Screening)

Students will learn about the genre of documentary film by sharing their experiences with non-fiction media, attending the The Blood is at the Doorstep screening, and analyzing what categorizes it as a documentary film. Students are asked to respond to questions about the content and purpose of the documentary. Students will also watch an interview with the filmmaker, Erik Ljung, and the Hamilton family, to explore questions of agency and purpose in documentary filmmaking. 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.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.9-10.1, RI.9-10.2, RI.9-10.3, 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.11-12.5, 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.9-10.3, SL.9-10.4, SL.9-10.6; SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.6

Trailer Analysis (1 Part; Before Film Screening; 1 class period)

Students will critically analyze the trailer for the film making predictions about the content of the film and analyzing the content of the trailer. The goal of this work is for students to familiarize themselves with the film's subject matter and engage in a discussion about their own connections to 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.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.8, RI.9-10.10; RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.10; L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.6; L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6; W.9-10.2, W.9-10.4, 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.11-12.7, 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

Knowing Your Rights (1 Part; Before or After Film Screening; 1 class period)

Students will review a series of rights and responsibilities in encounters with police. The goal of this work is for students to review the rights and responsibilities and share information with their peers. This work is designed to be completed in whole-small-whole format, but can be completed





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independently. NOTE: The second page of the activity provides the ACLU's quick reference guide of rights and responsibilities for students to have for their own reference.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.10; RI.11-12.1, RI.11-12.2, RI.11-12.4, 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.9-10.6, 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.11-12.6, 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

Profiling a Life (3 Parts; Before or After Film Screening; 2-3 class periods)

Students will conduct research on an individual who lost their life at the hands of a police officer. 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, RI.9-10.2, RI.9-10.4, RI.9-10.10; RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.10; L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.6; L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6; W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, 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.11-12.6, 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

Black/Blue/All Lives Matter (3 Parts; Before or After Film Screening; 2-3 class periods)

Students will conduct research on the Black Lives Matter movement, the Blue Lives Matter movement, and the All Lives Matter movement to take note of the differences in the three primary movements that are part of the American presently. 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, RI.9-10.2, RI.9-10.4, RI.9-10.10; RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.10; L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.6; L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.6; W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, 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.11-12.6, 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

Trial Run for a New Law (1 Part; Before or After Film Screening; 1 class period)

Students will view a short film, "Trial Run for a New Law," and complete a series of comprehension questions about the film. 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 by the whole class.

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

Hamilton Family Interview (1 Part; Before or After Film Screening; 1 class period)

Students will read an interview and determine the most important information to share with their peers. The goal of this work is for students to better understand the feelings of the family of Dontre





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Hamilton as they fought for justice for Dontre. 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.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.10; RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.10; L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.6; L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.6; W.9-10.2, W.9-10.4, W.9-10.7, W.9-10.9, W.9-10.10; W.11-12.2, W.11-12.4, W.11-12.7, 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

Bringing it all Together (1 Part; After Film Screening; 2-3 class periods)

Students will conduct research on a topic that the film touches on and identify both challenges and solutions to that issue. The goal of this work is for students to deeply interrogate one of the many topics that the film introduces. This work is designed to be completed independently.

Common Core English Language Arts (CC-ELA) Literacy Standards: RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.10; RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.10; L.9-10.1, L.9-10.2, L.9-10.6; L.11-12.1, L.11-12.2, L.11-12.6; W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, 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.11-12.6, 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

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 *The Blood is at the Doorstep* 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





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Teacher Background for *What is a Documentary?*

For this lesson students will be examining what makes a film a documentary. These activities are designed to be completed before and after the festival screening, and first in the sequence of curriculum activities, to expose students to conventions in documentary film. These activities are also designed to reinforce the Making Your Own Documentary activity, which is recommended last in the sequence.

The goal of *What is a Documentary?* is to create a working definition of what a documentary is through exploring the students' own experiences with media, and their subsequent experience viewing and analyzing *The Blood is at the Doorstep*. The basic progression of conversation topics are: 1) Based on your experience thus far, what makes a documentary film? 2) After viewing the documentary at the Oriental Theatre, how has the film met, challenged, or changed your preconceptions of documentary films? What surprised you? What inspired you? 3) How did the interview with Erik Ljung and the Hamilton family further shape your views of documentary filmmaking and its purpose?



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What is a Documentary?

NAME: _____

Part One: The activity is broken into multiple sections. You will be watching a documentary, The Blood is at the Doorstep, at the Oriental Theatre. Be sure to complete the appropriate task before, during, and after the viewings as indicated. Be prepared to discuss your analysis with your classmates.

Before viewing:

What do you already know about documentary films?

During film viewing:

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:



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

How does the documentary make you feel?

Are any factual claims made in the documentary? Explain:



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After film viewing:

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

Discuss any 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?

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



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What is the most interesting aspect of this documentary?

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



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What is a Documentary? Continued

NAME: _____

You will be watching an interview with the filmmaker of *The Blood is at the Doorstep*, Erik Ljung, and the Hamilton family: <https://www.youtube.com/watch?v=L07jssuxtzs>. Complete the appropriate tasks during and after this clip as indicated and be prepared to discuss your analysis with your classmates.

During filmmaker interview viewing (Whole-Class):

What is the documentary *The Blood is at the Doorstep* about?

Why did the filmmaker make the film?

What did the filmmaker think about Dontre Hamilton's death, the Hamilton family, and activism before he made the film?

How long did Ljung film the Hamilton family?

What challenges did Ljung face while filming the documentary, and how did he overcome them?



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After the interview viewing:

What things are important to the filmmaker?

Listening to filmmaker and his subjects, what did you learn about what a documentary is?

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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Teacher Background for *Trailer Analysis*

This activity involves viewing the trailer for the film. 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 the 2.5 minute trailer for the documentary, *The Blood is at the Doorstep*, that can be found at: <https://www.thebloodisatthedoorstep.tv>. Engage in a class discussion about what students predict the film will be about based on the trailer using the questions provided.

When the trailer is over, students should go over their findings and engage in a discussion about the content. Students could also discuss their own experience with the Dontre Hamilton case or their own experience with police officers.



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Trailer Analysis

NAME: _____

After watching the first 30 seconds of the trailer for the documentary The Blood is at the Doorstep (stop at the black logo screen), (<https://www.thebloodisatthedoorstep.tv>) respond to the questions provided.

What do you think the documentary will be about?

Why are you making such a prediction about the content of the documentary?

After responding to and discussing your predictions for the content of the film, restart the trailer and respond to the following questions after viewing the entire trailer.

About 42 seconds into the trailer the following is stated: "You don't know this but, when somebody gets killed by a police officer, whoever gets the information out first is the winner." What do you think is meant by the statement? Why? Explain.

Considering the above statement from the trailer, can you think of another circumstance you can relate the idea of the first one getting the information out being the winner? In school? At home? In the community?

Based on the trailer, who appears to be the "winner"? Why? Explain.



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In the trailer, Nate Hamilton, Dontre's brother can be heard saying, "This fight kind of keeps us breathing and living Dontre." Do you think that the continued fighting is keeping the family from mourning and healing or do you think it's helping their healing? Why? Explain.

At the end of the trailer, a group is seen lying in the street and Nate Hamilton can be heard saying, "the blood is at the doorstep." Where do you think Nate and the group are? Why do you think they are there?

After watching the entire trailer, what do you think the film will be about? How does your prediction now relate to your prior prediction? Explain.

In general, what are your feelings about the film being screened at the film festival *this year*? Why? Explain.

What are your own connections to the content of the film? Have you had experiences that relate to those of Dontre Hamilton? Is the extent of your experience seeing it on the news? Explain.



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Teacher Background for *Knowing Your Rights*

This activity can be completed both before and after the film viewing, but students will have a greater understanding of the the significance of this lesson if they complete the activity after the film viewing. If the activity is going to be done before the film viewing, it should be after the analysis of the film trailer.

The film follows the family as they fight for justice, and this activity is designed to get students reading and talking more about their own rights and responsibilities in encounters with police.

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 currently designed to be completed in a whole-small-whole format.

For this activity students are asked to go to the ACLU website and read the information regarding their legal rights and responsibilities that can be found at: <https://www.aclu.org/know-your-rights/what-do-if-youre-stopped-police-immigration-agents-or-fbi>. Read the introduction as a class and assign groups a section to read and summarize the information in writing. Have the students summarize their section for the class orally.



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Knowing Your Rights

NAME: _____

Go to the ACLU website and read the information regarding your legal rights and responsibilities that can be found at: <https://www.aclu.org/know-your-rights/what-do-if-youre-stopped-police-immigration-agents-or-fbi>.

As a class, read page 2 of the information and discuss both your rights and responsibilities if you are stopped by police.

In your groups, read your assigned section and summarize the information; be prepared to share with the class. When you have had your work checked by your teacher, keep this document so you have a quick reference guide to your rights and responsibilities.

If you are stopped for questioning (Page 3)

If you are stopped in your car (Page 4)

If you are questioned about your immigration status (Page 5)

If the police or immigration agents come to your home (Page 6)

If you are arrested (Page 7)

If you are taken into immigration (or "ICE") custody (Page 8)

If you feel your rights have been violated (Page 9)





IF YOU ARE CONTACTED BY THE FBI
If an FBI agent comes to your home or workplace, you do not have to answer any questions. Tell the agent you want to speak to a lawyer first.
If you are asked to meet with FBI agents for an interview, you have the right to say you do not want to be interviewed. If you agree to an interview, have a lawyer present. You do not have to answer any questions you feel uncomfortable answering, and can say that you will only answer questions on a specific topic.

IF THE POLICE OR IMMIGRATION AGENTS COME TO YOUR HOME
If the police or immigration agents come to your home, you do not have to let them in unless they have certain kinds of warrants.
Ask the officer to slip the warrant under the door or hold it up to the window so you can inspect it. A search warrant allows police to enter the address listed on the warrant, but officers can only search the areas and for the items listed. An arrest warrant allows police to enter the home of the person listed on the warrant if they believe the person is inside. A warrant of removal/deportation (ICE warrant) does not allow officers to enter a home without consent. Even if officers have a warrant, you have the right to remain silent. If you choose to speak to the officers, step outside and close the door.

IF YOU ARE STOPPED FOR QUESTIONING
Stay calm. Don't run. Don't argue, resist or obstruct the police, even if you are innocent or police are violating your rights. Keep your hands where police can see them.
Ask if you are free to leave. If the officer says yes, calmly and silently walk away. If you are under arrest, you have a right to know why.
You have the right to remain silent and cannot be punished for refusing to answer questions. If you wish to remain silent, tell the officer out loud. In some states, you must give your name if asked to identify yourself.
You do not have to consent to a search of yourself or your belongings, but police may "pat down" your clothing if they suspect a weapon. You should not physically resist, but you have the right to refuse consent for any further search. If you do consent, it can affect you later in court.

IF YOU ARE STOPPED IN YOUR CAR
Stop the car in a safe place as quickly as possible. Turn off the car, turn on the internal light, open the window part way and place your hands on the wheel.
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IF YOU FEEL YOUR RIGHTS HAVE BEEN VIOLATED
Remember: police misconduct cannot be challenged in court. Don't physically resist officers or threaten a complaint.
Write down everything you remember, including officer name and patrol car numbers, which agency the officers work for, any other details. Get contact information for witnesses if they are injured, take photographs of your injuries (but seek attention first).
File a written complaint with the agency's internal affairs or civilian complaint board. In most cases, you can file anonymously if you wish.
Call your local ACLU or visit www.aclu.org/profiling.

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WHAT TO DO IF YOU'RE STOPPED BY IMMIGRATION AGENTS OR THE FBI

STAY CALM. Don't run. Don't argue, resist or obstruct the police, even if you are innocent or police are violating your rights. Keep your hands where police can see them.
Ask if you are free to leave. If the officer says yes, calmly and silently walk away. If you are under arrest, you have a right to know why.
You have the right to remain silent and cannot be punished for refusing to answer questions. If you wish to remain silent, tell the officer out loud. In some states, you must give your name if asked to identify yourself.
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is not intended as legal advice. available in English and Spanish. cómo se puede obtener en inglés y español. American Civil Liberties Union 6/10 www.aclu.org



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EDUCATION SCREENINGS

Teacher Background for *Profiling a Life*

This is a three-part activity. All parts can be completed both before and after the film viewing, but students will have a greater understanding of the significance of this lesson if they complete this after the film viewing.

The film is about an average individual who was thrust into the media spotlight because of a police altercation, where the individual's story could have been easily lost had it not been for the efforts of the family members to keep the life of their loved one into the spotlight. This activity is designed to get students researching facts about an individual who lost their life at the hands of a police officer to put who they were into the spotlight.

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 an individual who was the victim of a police shooting. Students should work to locate the information independently, but if they get stuck you could direct them to some of the more well known cases like that of Trayvon Martin or Michael Brown. 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 a variety of information about the individual's life, or they may choose to focus on specific aspects of their life. 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.

NOTE: There are two opportunities for students to create visual displays of their research findings. It is recommended that the students develop either their Profiling a Life research OR their Black/Blue/All Lives Matter research into an infographic or Prezi.





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EDUCATION SCREENINGS

Profiling a Life

NAME: _____

Part One: Dontre Hamilton was shot and killed by a police officer in 2014. When situations like these receive media attention, who the person was is often lost in the circumstances of the story. Your task here is to give someone an individual life again. Research an individual who lost their life at the hands of a police officer and report on who they were before they became a media story.

Table with 3 columns: Background Information, Response, Source. Rows include questions about name, birthday, city, schools, stories, siblings, spouse, achievements, job, and circumstances.

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





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EDUCATION SCREENINGS

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. _____

3. _____

What do you want your reader to understand about the individual you researched 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 (a way of representing information with visual as well as textual cues) or presentation to deliver your information. Some options for creating your own:

- 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>
- You could also go to <https://prezi.com> to develop an interactive presentation.
 - 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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EDUCATION SCREENINGS

Teacher Background for *Black/Blue/All Lives Matter*

This is a three-part activity. All parts can be completed both before and after the film viewing, but students will have a greater understanding of the significance of this lesson if they complete this after the film viewing.

Because a portion of the film focuses on the seeming conflicts between the Black Lives Matter and Blue Lives Matter movements, it is helpful to better understand the mission of those movements. This activity is designed to get students researching facts about three different movements, looking for both the similarities and differences.

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 each movement. Students should work to locate the information independently, but if they get stuck you could direct them to: www.blacklivesmatter.com or bluelivesmatter.com. The All Lives Matter movement lacks a consistent origin story, making it the hardest of the three to research. 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 movements, or they may choose to focus on specific aspects of a single movement. 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.

NOTE: There are two opportunities for students to create visual displays of their research findings. It is recommended that the students develop either their Profiling a Life research OR their Black/Blue/All Lives Matter research into an infographic or Prezi.





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EDUCATION SCREENINGS

Black/Blue/All Lives Matter

NAME: _____

Part One: Conduct research on the Black Lives Matter movement, the Blue Lives Matter movement, and the All Lives Matter movement to compare the feature of each movement.

Research Topics	Black Lives Matter Movement	Blue Lives Matter Movement	All Lives Matter Movement
When was the movement created?			
What motivated the creation of the movement?			
What is/are the movement's guiding principles or mission statement?			
What are some criticisms of the movement?			
What do you think are the strongest aspects of this movement?			
What do you think are the weakest aspects of this movement?			
What do you think is the future of the movement?			
Other information about the movement:			





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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 movement(s) 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 or presentation to deliver your information. An infographic is a way of representing information with visual as well as textual cues.

- To create an infographic, 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 create a presentation, you could go to <https://prezi.com>.
 - 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 *Trial Run for a New Law*

This activity can be completed both before and after the film viewing, but students will have a greater understanding of the significance of this lesson if they complete the activity after the film viewing.

The short film that is the focus of this lesson was released two years before *The Blood is at the Doorstep* and goes through the legal complications and outcomes of the Hamilton case.

This activity is designed to be delivered in a whole-class format. Though the work could be done by students independently/outside of class, the lesson/work would have the greatest significance if there is a whole class discussion about the short film and the student's responses to the provided questions.

For this activity students are asked to watch the ten minute documentary, "Trial Run for a New Law" that can be found at: <https://www.nytimes.com/video/us/100000003563944/police-shooting-tests-new-wisconsin-law.html?src=vidm> and respond to the questions provided both while viewing the documentary and after viewing,



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Trial Run for a New Law

NAME: _____

Watch the ten minute documentary, "Trial Run for a New Law" that can be found at:
<https://www.nytimes.com/video/us/100000003563944/police-shooting-tests-new-wisconsin-law.html?src=vidm>. Both while viewing the documentary and after viewing, respond to the questions provided.

In the short documentary it is indicated that a week before Dontre Hamilton was shot, Wisconsin passed a new law mandating an outside review of all deadly incidents involving police officers. Police departments would no longer conduct criminal investigations of their own officers, and it is the first law of its kind in the country.

Do you think this is a good practice? Why or why not? Explain.

Are you surprised that this is not common practice across the country? Why or why not? Explain.

The law is named after Michael Bell, a 21-year-old shot by police in 2004. Describe the circumstances of Michael's case.



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What happened only seven days after the new law was passed?

What is eyewitness Kelly Brandmeyer's account of events?

What is the police account of events?

Why was the outside investigation by DCI (Department of Criminal Investigations) called into question?

What is the lead DCI investigator's background? Why might that be a problem?



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What is your opinion about Chief Edward Flynn's point that Milwaukee is where the homicides are and outside jurisdictions don't know how to handle a homicide investigation because they don't deal with homicides. Is he making a valid point? Why or why not? Explain.

Based on Flynn's comment, does it seem like the Milwaukee Police Department has any authority over DCI or are they entirely separate entities? Why or why not? Explain.

Why was Officer Christopher Manney fired from the Milwaukee Police Department? Why was he never arrested/criminally charged for the shooting of Dontre Hamilton?



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What questions/criticisms arise from the fact that District Attorney John Chisholm is the one to determine whether or not criminal charges will be filed against an officer?

The documentary indicates that since the passing of the Michael Bell law there have been eight investigations of fatal police shootings, but no officers were criminally charged. Bell's father says that things are changing. Do you agree or disagree with his assertion? Why or why not? Explain.

In general, do you think that the legal outcomes of the shooting of Dontre Hamilton would have been different if the Milwaukee Police Department would have been more practiced with/accustomed to the Michael Bell Law? Why or why not? Explain.



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Teacher Background for *Hamilton Family Interview*

This activity can be completed both before and after the film viewing, but students will have a greater understanding of the significance of this lesson if they complete the activity after the film viewing.

The film follows the family as they fight for justice, and this activity is designed to get students reading and talking more about Dontre's family.

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 currently designed to be completed in a whole-small-whole format.

For this activity students are asked to read an article ("The Family of Dontre Hamilton, Shot 14 Times and Killed by Police, Speaks Out" that can be found at: <http://www.teenvogue.com/story/dontre-hamilton-the-blood-is-at-the-doorstep>.) Read the introduction as a class and assign groups a question to read and to summarize their response to. Have the students summarize the response for the class orally.



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Hamilton Family Interview

NAME: _____

Read the article, "The Family of Dontre Hamilton, Shot 14 Times and Killed by Police, Speaks Out" that can be found at: <http://www.teenvogue.com/story/dontre-hamilton-the-blood-is-at-the-doorstep>.

As a class, read the introduction to the article and respond to the questions provided. In your groups, read your provided question and summarize the response; be prepared to share with the class. When you have shared out with the class, describe and explain in writing what you have learned about the Hamilton family.

After reading the introduction:

What took place on April 30, 2014?

What are the circumstances that led to Dontre Hamilton's death?

Why was Officer Christopher Manney fired from the Milwaukee Police Department?

Was Officer Manney ever charged for Dontre's death? Why or why not? Explain.



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Interview Question #1 Summary:

Given everything that happened with the police in Dontre's situation, what does his situation, and the film, say about the relationship between police and people of color, especially in instances of fatal shootings?

Interview Question #2 Summary:

Sybrina Fulton, the mother of Trayvon Martin, recently said that her grief returns every time a tragedy like Dontre's happens and that her pain is never-ending. Maria, how did you and your sons cope after Dontre's death?

Interview Question #3 Summary:

There was a point in the film when the Milwaukee police chief believed that the events of Ferguson changed Dontre's case from one that dealt with mental health issues to one focusing on race. What role do you think Ferguson played, either positively or negatively, in helping to increase the awareness and conversation around Dontre's case?



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Interview Question #4 Summary:

Erik, how important was it for you to tell Dontre's story?

Interview Question #5 Summary:

The end of the film does take note of the ACLU's lawsuit against the city of Milwaukee, accusing its police department's stop-and-frisk program as being "unconstitutional". It also notes that Attorney General Jeff Sessions plans to "pull back" from cases of civil-rights-related incidents featuring local police departments. What is it like for a black family that's gone through a tragedy like you have to live in the time of President Donald Trump and Attorney General Sessions?

Post Discussion Question:

Based on your reading and discussion, what have you learned about the Hamilton family and their fight for Dontre?



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Teacher Background for *Bringing it all Together*

This is one of the final activities to do with the students where they will condense and summarize all the information they have gained through the film viewing, their research, and their discussions. This should be the second to last activity completed by the students.

Because the connection between the many diverse activities does not become completely clear until the film viewing, this activity gives students the opportunity to reflect on all the information they have gained and summarize one of the issues that the film presents. Some of those issues being: excessive force by police, misunderstanding regarding mental health issues, racial bias in our society, how police departments investigate officer involved shootings, how the media portrays victims of police shootings.

This activity is designed to be completed independently, but you may want to group students who are focusing on a similar issue. Teachers can assign the issue students will focus on or allow students to choose their focus. This activity also allows teachers to differentiate the difficulty of the content by assigning students to focus on a specific issue.

Teachers can choose to have students condense their work into a unified written product or have the students develop a display or presentation for their information.



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Bringing it all Together

NAME: _____

After viewing the film and completing the research activities, summarize all that you have learned about one of the issues highlighted in the film. You could discuss the issue of excessive force by police, misunderstanding regarding mental health issues, racial bias in our society, how police departments investigate officer involved shootings, how the media portrays victims of police shootings, or another topic that the film touches on.

The problem/issue I feel needs more attention is:

The facts about the problem/issue as we know it are:

So the real problem/issue is:

Table with 3 columns: Solution 1, Solution 2, Solution 3





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Some possible challenges to those solutions might be:		
Challenge 1:	Challenge 2:	Challenge 3:

I think I can help by:

I think I can help in this way because:

I feel this problem/issue needs greater attention because:



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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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The Blood is at the Doorstep Documentary Analysis NAME: _____

Part One: Dontre Hamilton'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.

Table with 2 columns and 15 rows. Headers include: What's the Story?, Who are the Characters?, and What are the B-roll Images/Stock Footage?.





Herzfeld Foundation



EDUCATION SCREENINGS

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 your 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 give your viewer a sense of environment?	
What mood do you want your B-roll footage to evoke?	
Archival or "stock" footage are things like news reports or other video footage of the subject that filmmakers use to help tell their story. What sorts of archival footage could you use in your documentary?	
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>

