



# EDUCATION SCREENINGS

## *Valentine Road* 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 *Valentine Road*. 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. I have also emailed these activities to you as PDF and Word document versions. Let me know if you need those attachments again or 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 own 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 or theatre-going experience or even your own anecdotal, narrative accounts. **We should receive this evidence of your integration of the film into your classroom by November 1, 2013.** 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 writings, drawings, and activities 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).

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 Manager  
229 E Wisconsin Ave, Suite 200  
Milwaukee, WI 53202

All screenings of *Valentine Road* with post-screening discussion additionally fulfill the following Common Core Standards: SL9-10.1, SL9-10.2, SL9-10.4, SL9-10.6; SL11-12.1, SL11-12.2, SL11-12.4, SL11-12.6

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

Cara Ogburn  
Education Manager, Milwaukee Film



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## *Valentine Road* Curriculum Packet Contents

*Valentine Road* provides teachers and students with an opportunity to explore a variety of current topics and issues relevant to American society.

The following activities are designed to connect students' experience with the film, *Valentine Road*, with other relevant events, texts, and popular culture while employing higher order thinking skills:

### ◆ **How to Read a Film: Questions to Consider for *Valentine Road***

Discussion questions to help engage students in rich discussion after seeing this film.

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

### ◆ **Documentaries: Building a Story Out of Real Life**

Activity allowing students to consider how documentaries are constructed and imagine making their own documentary about their own school.

*CC-ELA Literacy Standards:* W.9-10.2b, W.9-10.3a-d, L.9-10.3; W.11-12.2b, W.11-12.3a-d, L.11-12.3

### ◆ **Social Norm Analysis**

Multi-part activity that teaches students about the concept of social norms and asks them to analyze their effects in the film and their own world.

*CC-ELA Literacy Standards:* W.11-12.3a, W.11-12.2, W.11-12.1b, W.11-12.1, W.9-10.3a, W.9-10.1b, W.9-10.1a

### ◆ **Self Expression: Body Language, Presentation of Self and *Valentine Road***

Activity reflecting on the film and a TED Talk by Amy Cuddy, synthesizing ideas about self-presentation and expression.

*CC-ELA Literacy Standards:* W.9-10.3a, W.9-10.1b, W.9-10.1a; W.11-12.3a, W.11-12.2, W.11-12.1b, W.11-12.1

### ◆ **Character Identity Exploration Project**

Activity that allows students to consider Larry King's character and then create a photo essay or interview project that considers and applies concepts of identity.

*CC-ELA Literacy Standards:* W.9-10.3a, W.9-10.1b, W.9-10.1a, W.11-12.3a, W.11-12.2, W.11-12.1b, W.11-12.1

Photo Essay: *CC-ELA Literacy Standards:* W.11-12.3a, W.11-12.2, W.11-12.1b, W.11-12.1, W.9-10.3a, W.9-10.1b, W.9-10.1a; RI.9-10.7, RI.11-12.7

Interview Project: *CC-ELA Literacy Standards:* W.11-12.3a, W.11-12.2, W.11-12.1b, W.11-12.1, W.9-10.3a, W.9-10.1b, W.9-10.1a

### ◆ **Song Analysis Activity**

Activity developing skills for analysis of popular culture and song lyrics.

*CC-ELA Literacy Standards:* W.9-10.3a, W.9-10.1b, W.9-10.1a; W.11-12.3a, W.11-12.2, W.11-12.1b, W.11-12.1; RI.9-10.7, RI.11-12.7



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## How to Read a Film: Questions to Consider for *Valentine Road*

Use these questions to spark dialogue about the film with your students **after** viewing *Valentine Road*. Consider splitting the class into small groups to discuss one or two of the questions below, and then allow the groups to share their insights with the entire class. Another option is to use these questions as journal entry, student blog or discussion board prompts.

1. What *happens* in the film? What important events occur? What is the resolution? (Is there a resolution?) Who are the important characters?

*These questions help students start to talk about plot, story, plot/narrative structure, character development, and conflict.*

2. What is the film *about*? What themes arise? What morals or messages are in the film?

*These questions help students think about a film's themes, messages, and morals – and seeing them as different from the story itself. In other words, a film can be about a murder case and about identity and tolerance issues. Themes for *Valentine Road* might include ideas about gender and social norms, the impact of bias and appreciation for diversity, free speech, the role education plays in creating a safe and informed environment.*

3. Do students in your class see different messages in the film? What differences do people see?

*Discussing how students read the film differently helps students understand that films often express more than one message, and these messages speak differently to different viewers.*

4. How does your real life affect how you understand a film? In other words, what might you notice or respond to differently in the film if you were of a different race or gender, age, or if you lived in a different city/country than you do?

*Discussing how one's own perspective affects the film extends the previous question and gets students thinking about how films may be made differently for different audiences.*



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## Documentaries: Building a Story Out of Real Life

Documentary films like *Valentine Road* tell “true stories” that present events as they actually happened. However, non-fiction documentary films are just as constructed as fiction films. In other words, **directors** and **editors** of documentary films watch hundreds of hours of **footage** to find the most interesting events, funniest or most emotional moments, and most beautiful images. They then **edit** these **shots** together to create drama, tension, or comedy, and they usually use a traditional narrative that has a **beginning (exposition), conflicts (rising action), climax, and resolution**. *Valentine Road* tells different sides of a story. There are many reactions people can have to how the characters are portrayed and their personal stories are told.

### *Thinking about Reality versus Documentary: Creating your Documentary Treatment*

Imagine you are creating a documentary about your school. What story about your school do you want to tell? Does your documentary reveal a problem? Tell an uplifting or positive story? Even though creating a documentary is often an unpredictable experience, having a plan is important. Use the chart to create a **treatment** for your documentary film. A treatment is a short (less than one page) explanation of what your film’s story, characters, and major events will be.

<b>What is my Documentary’s Narrative?</b>	
What do you want your audience to see or understand about your school? What is interesting about the building, the students/teachers, etc? What events do you want to show? What past events do you want to have discussed?	
<b>Who are the Characters in my Documentary?</b>	
Who is important to telling your school’s story? What role will they have in the film? Will they be comic relief? Will they offer testimony?	
<b>What are the B-roll images for my Documentary?</b>	
<i>B-roll is additional footage that is not an essential part of the action.</i>	
B-roll is used to create atmosphere or add interest to scenes. Footage of the things in a room, buildings, streets, etc. are examples of B-roll. What sorts of objects or places would you include to give your viewers a sense of your school’s atmosphere? What kind of feeling can a place evoke: clutter and disorder, quiet calm, fun, sleek stylishness, business, etc.?	



# EDUCATION SCREENINGS

## Social Norm Analysis

### Procedure

1. Review Social Norms Slideshow Presentation as a whole class.
2. Have students work collaboratively and collectively to identify and discuss social norms in American society.
3. Teacher may also want to pose questions about assumed heterosexuality being a norm in American society. It would be important to push students to explore why it is a norm, what indicators there are that represent this norm.
4. Have students engage in their own social norm breach and analysis (see handout below).


*\*Note to teachers: students can complete this activity as a 1-2 page typed, double-spaced essay or otherwise as you wish.*

### Resources

Social Norms Slideshow Presentation: See slides below or online at  
(<https://docs.google.com/file/d/0B1LP-G32YRvdTktsaGpTUFJNWmM/edit?usp=sharing>)

## Social Norms Slideshow Handout

Slide 1



### Social Norms

Exploring the rules of society and what is deemed normative.

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Slide 2



### WHAT ARE SOCIAL NORMS?

**Social Norms:** rules of conduct that specify appropriate behaviors in given social situations

**Social norms** either *forbid* or *promote* various behaviors or attitudes

- Social Norms are culturally specific
- They vary by age, gender, ethnicity, culture, geographic area, and time period

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Slide 3



### REMEMBER!

**Social norms** are widespread across a person's culture

- We often don't even think about social norms because they are so deeply embedded into our everyday thinking and behavior
- They are what we deem to be "normal"

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Slide 4



### WHAT ARE EXAMPLES YOU CAN THINK OF FOR THE FOLLOWING:

1. What are some **social norms** in **school**?
2. What are some **social norms** in other **public places**?
3. How might **social norms** vary by a person's **age** or **gender**?
4. How are **social norms** reinforced?

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Slide 5

**WHAT PREVENTS PEOPLE FROM  
BREAKING SOCIAL NORMS?**

**Sanctions**  
-Formal Vs. Informal  
**Formal Sanctions:** laws, rules, or regulations that prevent or discourage people from acting certain ways  
\*Like getting a Speeding ticket

**Informal Sanctions:** prevent people from acting certain ways but are not formally mandated or regulated  
\*Like getting a dirty look or being ignored

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Slide 6

**WHERE DO SOCIAL NORMS  
COME FROM?**

**Social norms** come from...  
**Social Institutions** that create norms and values to which large numbers of people conform and allow institutionalized modes of behavior  
*Examples:* Government, Media, Religion, Education, Family  
- What are "institutionalized modes of behavior?"  
- **Social institutions** can be seen as the bedrock of society because they represent relatively fixed modes of behavior that endure over time

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Slide 7

**SOCIAL INSTITUTIONS**

- Family
- Religion
- Law
- Politics
- Economics
- Education
- Military
- Mass Media

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# EDUCATION SCREENINGS

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

## Social Norm Analysis

### **Key Vocabulary**

Social Norms: rules of conduct that specify appropriate behaviors in given social situations

Informal Sanctions: prevent people from acting certain ways but are not formally mandated or regulated

Formal Sanctions: laws, rules, or regulations that prevent or discourage people from acting certain ways

### **Part One: Social Norm Breaking**

For the first part of this assignment you will:

1. Identify a social norm that exists in American society
2. Identify ways to break this social norm (nothing dangerous or illegal)
3. Break the social norm and observe people's reactions.

*Examples of social norm: Making eye contact when you talk to people*

*How to break or breach the norm: Look at the floor, look away, etc.*

### **Part Two: Social Norm Breaking Analysis**

For the second part of this assignment you will *reflect* on the impact social norms have on an individual's experience. Please include the following in your analysis:

1. Include a short summary of what social norm you chose (what is the norm) AND a description about how you went about breaking the social norm.
2. What response did people have to your social norm breaking? How did they respond to your deviant behavior?
3. What sanctions (formal or informal) would normally keep people from breaking the norm you chose to break? What would discourage people from behaving this way or breaking the social norm?
4. Would your deviant behavior be tolerated or acceptable if you were in another time, place, situation, or a different age or gender?
5. How did you feel while or after you broke the social norm?
6. After thinking about social norms and actually breaking a social norm, please reflect on what you think it would be like for Larry King to live in a society that has many strict norms about gender and sexual orientation. After this experience, what other reactions or conclusions can you make about the film *Valentine Road*?





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## **Self Expression & Identity: Body Language, Presentation of Self and *Valentine Road***

### **Procedure**

1. The goal is to evaluate experiences with self expression and identity
2. Have students work collaboratively and collectively to complete the corresponding activity sheet with the TED Talk by Amy Cuddy: "Your Body Language Shapes Who You Are."
3. This will allow students to synthesize Amy Cuddy's research and experiences with how they think about their own identity as well as identity and expression in the film *Valentine Road*.
4. Outcome or artifacts of student learning will be reflected in answers students submit as well as in class discussion.

### **Resources**

Amy Cuddy's TED Talk titled "Your Body Language Shapes Who You Are"

[http://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_shapes\\_who\\_you\\_are.html](http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.html)



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

## Self Expression & Identity

Directions: Take a moment to reflect on the following questions:

**Part One:** Reflecting on the film

*Statement: Larry King should've been able to dress how he wanted despite how it made others feel.*

**Do you Agree or Disagree with the statement? (Also explain why)**

<i>Agree</i>	<i>Disagree</i>

**Part Two:** Before watching Amy Cuddy's TED Talk "Your Body Language Shapes Who You Are"

1. What is an example of body language and how does it impact our daily interactions?

2. What does your body language communicate about you? Give an example of body language and how it impacts a situation. You can also draw from personal experiences you've experienced or witnessed. How did it affect the situation you were in?



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**Part Three:** During/after watching the TED Talk

1. Write at least four main points from the video:

1.

2.

3.

4.

2. Write two *I wonder* questions that Amy Cuddy's talk raises for you:

*I wonder:*

*I wonder:*

3. After listening to and considering Amy Cuddy's TED Talk, what takeaways do you have about Larry King's decision to be open about how he expressed himself and who he was as a person?



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## Self Expression Exploration Project

### Procedure:

1. In order to prepare students to assess different perspectives and the intentional decisions directors make when shooting and editing, have students work collaboratively to respond to the questions in the "Documentary Character Portrayal Analysis" activity below and then discuss their responses as a class or with a partner and then the class.
2. After students have worked through the questions, provide students with an opportunity to explore and communicate personalized concepts of identity and expression. Some project options we provide direction for below include:

#### ***Option A: Photo Essay Project***

Explores what empowers students, their neighborhood, or community by framing and presenting their conclusions or expression to the world.

#### ***Option B: Interview Project***

Students will have the opportunity to assess the value of true self expression through conducting interviews.



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## Documentary Character Portrayal Analysis

Directions: Take a moment to reflect on the following questions, then share your response with a partner or as a class (it is up to your teacher).

1. How do you define hate? Are there situations or contexts where hatred is justified? When? Why or why not?

2. When watching a film like *Valentine Road*, is it okay for the audience to have sympathy for the bad guy or someone who perpetrate a crime?

3. If an audience *sympathizes* with the bad guy/villain/antagonist or someone who perpetrates a crime does that mean an audience *excuses* their crime? Explain why or why not. Draw on your experiences as an audience member viewing *Valentine Road*. Provide concrete examples to support your thinking.



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4. In the film, *Valentine Road*, there were many viewpoints expressed about how Larry chose to express himself (his clothes, his name, his openness about who he was, sharing his interests etc.). Some of them oppose one another. Make a list below of some of the viewpoints expressed that seem at odds with one another:

<i>Positive</i> viewpoints about Larry's self-expression:	<i>Negative</i> viewpoints about Larry's self-expression:

***What do you think?***

Do you think some people blame Larry King for his own murder? (This is also called blaming the victim.) Why or why not?



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5. How is the film constructed to create an *argument* of sorts?

In your opinion, what possible *bias* do you think is or isn't portrayed in the documentary *Valentine Road*?

**Bias is defined as:** *prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.*

What does the film point to as the cause of Larry's murder? Do you think the film tells the story in a balanced or imbalanced way?



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

## Photo Essay Project

Now that you've explored concepts of identity and self expression, you will have the opportunity to assess things that empower you, your neighborhood, or your community.

### Directions:

Part 1: Create a photo essay with still images that represent things that you find empowering for yourself, your neighborhood, or your community to frame or present it to the world.

#### **Photo Essay Examples:**

Annenberg Space for Photography (in LA) (<http://www.annenberg.spaceforphotography.org/>)

National Press Photographers Association Contest Winners (<https://nppa.org/spotlight/62452>)

*Poke around their website for other contest winners too!*

Time Magazine Photo Essays (<http://content.time.com/time/photoessays/>)

#### **What can I use to make photos?**

- ◆ Any digital or film camera
- ◆ A cell phone

*The best camera to use is the one that you have!*

#### **What can I use to construct my photo essay once I have taken the photos?**

- ◆ iPhoto album
- ◆ PicCollage <http://pic-collage.com/> app for iOS and Android devices
- ◆ PicFrame photo collage and photo editro for Instagram for iPhone and iPad  
<https://itunes.apple.com/us/app/pic-frame-photo-collage-picture/id557853620?mt=8>
- ◆ Comic Life
- ◆ Powerpoint, Keynote, Prezi, Google Presentation
- ◆ Google Sites
- ◆ Google Docs
- ◆ Printed images and scissors, paper, glue/tape

*And many others...*

Part 2: Write at least one paragraph that describes your photo essay and the experiences you had while completing this assignment.





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

**Interview Project**

Now that you've explored concepts of identity and self expression, you will have the opportunity to assess the value of true self expression through conducting interviews.

**Directions:**

Part 1. Interview 3-5 people about a time when they felt they *couldn't* express who they really are and another time when they felt most proud and *able* to express who they are.

Part 2. Write an analysis of these interviews, and be sure to include the following:

- a. Provide a short description of the interviews you conducted. Who did you interview and what was the story they shared?
- b. Did you find yourself slanting your questions? Were you afraid to ask certain questions? Why and why not?
- c. Did you interview people of different ages or generations, genders, ethnicities etc? What similarities and differences did similar and different peoples' stories have? Why might this be?
- d. How did this project help you to think about the value of self expression and the role social institutions such as schools, families, media and others shape how people express themselves?



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## **Song Analysis Activity**

### **Procedure:**

1. Students will review the lyrics to the song "Same Love" by Macklemore and Ryan Lewis (featuring Mary Lambert).
2. Students will complete the Part 1 chart that corresponds with this activity.
3. Students will view the official music video for "Same Love" by Macklemore and Ryan Lewis (featuring Mary Lambert).
4. Students will complete an analysis of the song and music video.

### **Resources:**

"Same Love" Music Video: [http://www.youtube.com/watch?v=hlVBg7\\_08n0](http://www.youtube.com/watch?v=hlVBg7_08n0)



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Name: \_\_\_\_\_

## Song Analysis Activity

### Key Vocabulary

*Sex:* The biology of being male or female

*Gender:* What it means to be a man or a woman for a specific culture; masculinity or femininity

*Gender Socialization:* The process of learning what it means to be masculine or feminine in society

*Social Norms:* Customary rules that govern behavior in groups and societies

Purpose: The mass media plays an important role in socialization. Americans encounter a wide variety of media on a daily basis. For this activity you will evaluate how the media represents, reinforces, and challenges norms in American society.

### **Part One:** Review the “Same Love” Lyrics

Task 1: Work with a partner to review the lyrics to the Macklemore and Ryan Lewis’ song “Same Love” (featuring Mary Lambert).

Task 2: Complete the following chart using the “Same Love” lyric sheet.

Lyric	What is the theme or message?	What is your reaction to this lyric? What does it make you think about, question, wonder, or challenge you to consider?



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## Part Two: Song & Music Video Analysis

Next, watch the music video for the song. After analyzing the music lyrics and viewing the music video for “Same Love” synthesize and draw conclusions about American society, culture and themes of gender, sexual orientation, race, ethnicity etc. Be sure to include the following in your analysis. You may want to write at least one paragraph per point.

1. **Analyze** and give clear **examples** from the song or music video in terms of what messages it reflects or themes it communicates about American society.
2. Do you think it was challenging for Macklemore to write this song? Why? What bias or negativity might he face? And, in spite of the “risk,” do you think there are any benefits or positive outcomes of Macklemore writing this song, especially within the **rap genre**?
3. The official music video for “Same Love” is a **narrative** music video which means it **tells a story**. What themes are portrayed in the official music video for “Same Love”? Are there any themes that come out in addition to or support the original lyrics of the song? Does the music video shape how you think about the song? How so? What is your reaction to the music video?
4. One of most interesting things about “Same Love” is the large amount of mainstream radio play and popularity the song and music video has gained. Draw conclusions about what you think the overall impact of this mass **popularity** of the song “Same Love” has or what you think it represents about contemporary American society. *Do you think there has been or is a time or place where this song and music video would not have been well received? What conclusions can you draw about American society over time?*



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## Song Lyrics: *Same Love* by Macklemore & Ryan Lewis (featuring Mary Lambert)

When I was in the third grade I thought that I was gay  
'Cause I could draw, my uncle was, and I kept my room straight  
I told my mom tears rushing down my face  
She's like "Ben you've loved girls since before pre-k tripping,"  
Yeah, I guess she had a point, didn't she?  
Bunch of stereotypes all in my head.  
I remember doing the math like, "Yeah, I'm good at little league"  
A preconceived idea of what it all meant  
For those that liked the same sex  
Had the characteristics  
The right wing conservatives think it's a decision  
And you can be cured with some treatment and religion  
Man made rewiring of a predisposition  
Playing god, aw nah here we go  
America the brave still fears what we don't know  
And god loves all his children, is somehow forgotten  
But we paraphrase a book written thirty-five-hundred years ago  
I don't know

And I can't change  
Even if I tried  
Even if I wanted to  
I can't change  
Even if I try  
Even if I wanted to  
My love  
My love  
My love  
She keeps me warm  
She keeps me warm  
She keeps me warm  
She keeps me warm

If I was gay, I would think hip-hop hates me  
Have you read the YouTube comments lately  
"Man, that's gay" gets dropped on the daily  
We become so numb to what we're saying  
A culture founded from oppression  
Yet we don't have acceptance for 'em  
Call each other faggots behind the keys of a message board  
A word rooted in hate, yet our genre still ignores it  
Gay is synonymous with the lesser  
It's the same hate that's caused wars from religion  
Gender to skin color, the complexion of your pigment  
The same fight that led people to walk outs and sit ins  
It's human rights for everybody, there is no difference!  
Live on and be yourself  
When I was at church they taught me something else  
If you preach hate at the service those words aren't anointed  
That holy water that you soak in has been poisoned  
When everyone else is more comfortable remaining voiceless  
Rather than fighting for humans that have had their rights stolen  
I might not be the same, but that's not important  
No freedom till we're equal, damn right I support it

And I can't change  
Even if I tried  
Even if I wanted to

My love  
My love  
My love  
She keeps me warm  
She keeps me warm  
She keeps me warm  
She keeps me warm

We press play, don't press pause  
Progress, march on  
With the veil over our eyes  
We turn our back on the cause  
Till the day that my uncles can be united by law  
When kids are walking 'round the hallway plagued by pain in their heart  
A world so hateful some would rather die than be who they are  
And a certificate on paper isn't gonna solve it all  
But it's a damn good place to start  
No law is gonna change us  
We have to change us  
Whatever god you believe in  
We come from the same one  
Strip away the fear  
Underneath it's all the same love  
About time that we raised up

And I can't change  
Even if I tried  
Even if I wanted to  
I can't change  
Even if I try  
Even if I wanted to  
My love  
My love  
My love  
She keeps me warm  
She keeps me warm  
She keeps me warm  
She keeps me warm  
Love is patient  
Love is kind  
Love is patient  
Love is kind  
(I'm not crying on Sundays)  
Love is patient  
(I'm not crying on Sundays)  
Love is kind  
(I'm not crying on Sundays)  
Love is patient  
(I'm not crying on Sundays)  
Love is kind  
(I'm not crying on Sundays)  
Love is patient  
(I'm not crying on Sundays)  
Love is kind  
(I'm not crying on Sundays)  
Love is patient  
Love is kind