



Ernest & Celestine: A Trip To Gibberitia Education Screening | Curriculum Packet | Grades 4-6

Dear Educators,

Welcome to the theater! We are thrilled to host you for the full film viewing experience with our Education Screenings. Being in our treasured movie palace allows us at Milwaukee Film to immerse you and your students in our vision of a fully realized and multisensory film-going experience. Thank YOU for taking your students to see this feature film. Despite the many challenges of these past few years, we believe that engaging with film, in this space together, helps us all engage with each other in impactful ways.

There is something about sitting in the dark of a cinema, cloaked in history and stories, absent the distractions of our routines and screens, that allows us to travel outside of ourselves and learn about the world from others' perspectives. We are engaged. We are educated. We are entertained. We are changed.

Now, more than ever, many children are craving social and emotional connections, and the health and well-being of their communities. Like books, music, and art, film transports us through time, across borders, and into others' shoes, without restrictions. We find humanity and hope in stories brought to life through film. Your efforts to facilitate students' connections to film helps them develop their critical media literacy skills, deepens their awareness, expands their worldviews, and cultivates empathy, understanding, allyship, and action.

Our feature film this Fall for students in Grades 4-6, is Ernest and Celestine: A Trip to Gibberitia. It is compelling and entertaining through its brave storytelling, artistic medium, and balance of heart and humor. Created using hand-drawn animation, this creative, soft-color palette French film feels at once historical and timeless. Melodic accompaniments recall the notes and keys of a century past, while embodying the passion, community, and emotion tied to music making. The music is not the only timeless element; the message of how a society functions, or malfunctions, is ripped from today's headlines. When art and expression is banned and burying uncomfortable truths is legislated, it begs the question: How will today's choices impact tomorrow's viability? With a narrative that acts as parable and characters you can't help but root for, viewers will be captivated.

The activities you will find in this packet allow students to explore the topics of the film itself, filmmaking elements that help tell a story, and lessons to spark conversation, creativity, appreciation, and action. These activities were created for your grade range and are easily adaptable as you see fit for your students. There are plenty of opportunities for discussion, extension, multimodal engagement and response, critical thinking and analysis, and connections.

It is my hope that when the lights come up, your students' engagement with this film will launch thoughtful interactions, inquiry, and interest in pursuit of their own, and their communities', goals.

With Appreciation,
Aliza Werner
Curriculum Writer, Milwaukee Film



Education Screenings are presented by Herzfeld Foundation with additional support from the Greater Milwaukee Foundation Mary L. Nohl Fund and the Gene & Ruth Posner Foundation, and We Energies.



A Note from Milwaukee Film:

Teachers and Educators,

This packet includes several activities and discussion questions that fulfill a variety of Common Core Standards. Feel free to adapt and modify the activities for your own classroom. Students could also simply journal, blog, or write about their experience.

As we continue to sustain this year-round program, we would love for your class to complete at least one activity in conjunction with the screening of Hummingbirds. Your participation 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. Please feel free to send evidence of the work you did to integrate the film into your classroom electronically or by mail. This could include: links to online photos or videos, Google Drive folders, scanned material, photocopied or original student work concerning the film/film-going experience or even your own anecdotal, narrative accounts.

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. 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).

Send student work or evidence via email to marielle@mkefilm.org or by mail to:

Milwaukee Film
Attn: Marielle Allschwang, Education Manager
1037 W McKinley Ave #200
Milwaukee, WI 53205

Thank you again for participating in this program, and we look forward to hearing how your trip to the Oriental Theatre and the discussions afterwards impact your students.

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

Cara Ogburn
Programming & Education Director, Milwaukee Film



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Ernest & Celestine: A Trip To Gibberitia Curriculum-At-A-Glance

Pre-Screening Activity: *Ernest and Celestine: A Trip to Gibberitia*

This activity is intended to be done prior to watching the Education Screening of *Ernest and Celestine: A Trip to Gibberitia*. It will introduce the concept of the film to students via the film's official trailer. Engaging students in a discussion of the film before seeing the entire feature allows students to gain familiarity with the film, understand the concept of the film, recognize story elements such as character and problem, make predictions, and raise their engagement level as active thinkers while viewing the film.

English Language Arts

Common Core Standards – RI.4.1,2,3,4,6,7; RI.5.1,2,3,4,6,7; RI.6.1,2,3,4,6,7; W.4.9; W.5.9; W.6.9; SL.4.1-6; SL.5.1-6; SL.6.1-6

Two Thumbs Up?: Writing a Movie Review

This activity involves composition of a film review for *Ernest and Celestine: A Trip to Gibberitia*. By viewing a film, reading various film reviews, and writing their own, students will deeply engage their media literacy and higher order thinking skills.

English Language Arts

Common Core Standards – RI.4.1,2,3,4,5,7,8; RI.5.1,2,3,4,5,7,8; RI.6.1,2,3,4,5,7,8; W.4.1,4,5,6,7,8,9; W.5.1,4,5,6,7,8,9; W.6.1,4,5,6,7,8,9; SL.4.1-6; SL.5.1-6; SL.6.1-6

The Head, The Heart, and The Gut: Film Reflection

Students will reflect on a part of the film that appealed to their “head, heart, and/or gut”? What questions do they still have? What emotions did they experience watching the film? This activity provides the opportunity to express their responses to the film.

English Language Arts/SEL

Common Core Standards – RI.4.1,2,3,4,7; RI.5.1,2,3,4,7; RI.6.1,2,3,4,7; W.4.1,4,5,8; W.5.1,4,5,8; W.6.1,4,5,8; SL.4.1-6; SL.5.1-6; SL.6.1-6; MA:Cr1.1.4, MA:Cr1.1.5, MA:Cr1.1.6, MA:Pr4.1.4, MA:Pr4.1.5, MA:Pr4.1.6, MA:Pr5.1.4, MA:Pr5.1.5, MA:Pr5.1.6, MA:Re7.1.4, MA:Re7.1.5, MA:Re7.1.6, MA:Re8.1.4, MA:Re8.1.5, MA:Re8.1.6

A Snapshot in Time: Documenting Future History Through a Primary Lens

This activity is designed to get students thinking about relationships they have with older and future generations in their family and/or community. It is inspired by the relationships amongst Ernest's family members, and his return to his childhood home. Students will plan for making a time capsule for the year 2023 that they could share with future generations once they are older.

Social Studies/SEL/English Language Arts

Common Core Standards – ELA: RL4.1-3, RL5.1-3, RL6.1-3, W4.2, W4.4, W4.7-8, W5.2, W5.4, W5.7-8, W6.2, W6.4, W6.7-8, SL4.1-6, SL5.1-6, SL6.1-6

Like Mac and Cheese...Better Together: Character Study - Compare and Contrast

This activity is inspired by the roles of Ernest and Celestine, and how their personalities are often very different, but complement each other very well. The complexity of their characters is worth comparing



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and contrasting more deeply in terms of each character's own strengths and challenges. Students will have the opportunity to analyze the characters by thinking about their characteristics, recognizing how they were exhibited in the film, and developing an opinion on how those characteristics ultimately made them who they were.

English Language Arts

Common Core Standards – ELA: RL4.1-3, RL5.1-3, RL6.1-3, W4.2, W4.4, W4.7-8, W5.2, W5.4, W5.7-8, W6.2, W6.4, W6.7-8, SL4.1-6, SL5.1-6, SL6.1-6

Bear Witness: Writing From a Different Point of View

Ernest the bear was a central character to the film's story. As a viewer, we only got to know him from the outside. We were aware of his emotions and thoughts as we viewed his expressions and heard his dialogue. Empathy, however, requires us to take an extra step and see the world through someone else's eyes. To dive deeper into Ernest's thoughts, students will take the point of view of Ernest and write from his perspective in first person. Encourage creativity!

English Language Arts/SEL

Common Core Standards – W.4.3,4,5,8; W.5.3,4,5,8; W.6.3,4,5,8; SL.4.1-6; SL.5.1-6; SL.6.1-6

Soundtrack of our Minds: Pairing Music with the Human Experience

Music is foundational to telling the story of Ernest as a musician and how that impacted his life. As viewers watch the film, they are able to see the conflict and consequences of music and music banning in Gibberitia. Students will identify how music is tied to our feelings, emotions, and well-being, and how utterly different life would be without it by creating a soundtrack of emotions. Students will pair specific music (songs, artists), genres, and vibes to express what they associate with particular ways of feeling in the human experience.

English Language Arts/Music

Common Core Standards – ELA: RL4.1-3, RL5.1-3, RL6.1-3, W4.2, W4.4, W4.7-8, W5.2, W5.4, W5.7-8, W6.2, W6.4, W6.7-8, SL4.1-6, SL5.1-6, SL6.1-6

C is The Only Note Allowed: Exploring the Effects of Bans

Kids make persuasive arguments to their grown-ups frequently -- to stay up late, eat a sweet treat, get a pet, sleep over at a friend's house. Students will now recognize, plan, and write out a persuasive argument that challenges the situation presented in the film: no music allowed. By making compelling points, students will attempt to address leaders to lift the music ban. Ernest had to leave home because of his choice to be a musician, and this activity empowers students to make the changes that matter within their community.

English Language Arts/Music

Common Core Standards – W.4.1,4,5,8; W.5.1,4,5,8; W.6.1,4,5,8; SL.4.1-6; SL.5.1-6; SL.6.1-6



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Pre-Screening Activity: *Ernest and Celestine: A Trip to Gibberitia*

Teacher Resources

- Official Film Website: <https://gkids.com/films/ernest-and-celestine-a-trip-to-gibberitia/>
(Trailer also available here.)
- Official Film Trailer: [ERNEST & CELESTINE: A TRIP TO GIBBERITIA | Official Trailer](#)
- Film IMDB site: <https://www.imdb.com/title/tt22352776/>

Teacher Note

This activity is intended to be done prior to watching the Education Screening of *Ernest and Celestine: A Trip to Gibberitia*. This pre-screening activity introduces the concept of the film to students via the film's official trailer. Engaging students in a discussion of the film before seeing the entire feature allows students to gain familiarity with the film, understand the topic of the film, recognize story elements such as character and problem, make predictions, practice reading subtitles, and raise their engagement level as active thinkers while viewing the film.

Directions

1. Lead a discussion to get your students ready to make the most of your Milwaukee Film Education Screening by actively thinking about storytelling on film, specifically using the feature film you'll be seeing, *Ernest and Celestine: A Trip to Gibberitia*. Guide the discussion:
 - a. Explain to students that they will be attending a Milwaukee Film Education Screening. Activate background knowledge and connections regarding film, seeing a movie in a theater, or streaming at home.
 - b. Share the name of the film (*Ernest and Celestine: A Trip to Gibberitia*), which will provide the first clues about the film itself.
 - c. Share the film's website and project (or give access to) it so all students can see it. Share the synopsis, which is a brief summary of a film's storyline, from the official film website. Read aloud or give students time to read the synopsis, and give students time to turn and talk about their thoughts, then share other parts of the website ("Gallery" of film stills):

"Ernest remains an ursine troubadour dedicated to a life of music and art, and his constant grouchiness is softened by the creative whims of his mouse friend Celestine. When she accidentally breaks his beloved violin, they must take a long voyage to Ernest's country of Gibberitia, home to the only artist who can repair it. But when they arrive, they are shocked to discover that all forms of music have been banned in Gibberitia for many years, and a land once known across the world for its incredible musicians has fallen silent. It is up to Ernest and Celestine and their new friends, including a mysterious masked outlaw, to bring music and happiness back to the land of bears."



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2. Sharing the Film Trailer

- a. Ensure understanding of what a film trailer is (a “commercial” that grabs our interest, shares the big problems/obstacles/challenges characters face in a film’s storyline, and we’ll only know how it resolves if we see the film. It also gets our minds making predictions about the whole film.)
- b. Prepare to practice reading subtitles. This film is from France and voiced in French. English subtitles appear on the bottom of the screen.
- c. As a class, watch the trailer for *Ernest and Celestine: A Trip to Gibberitia*.
- d. Gather predictions from the class about the film based on the trailer and hold onto that work until after you have seen the film. Revisit them to see how much the film trailer and synopsis helped them make predictions.



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Two Thumbs Up?: Writing a Movie Review

Teacher Resources

- Activity Sheet: "Two Thumbs Up?: Writing a Movie Review"

Teacher Note

This activity is designed to be completed after the Education Screening so students can construct an informed analysis and critique of the film. This activity involves composition of a movie review for *Ernest and Celestine: A Trip to Gibberitia*. By viewing a film, reading various movie reviews, and writing their own, students will deeply engage their media literacy and higher order thinking skills.

Directions

Part One:

1. Prompt students to familiarize themselves with various movie reviews. This may be done with partners or small groups. Direct students to the following online resources or print out examples ahead of time:
 - Collection of reviews from the first *Ernest and Celestine* film in 2012:
https://www.rottentomatoes.com/m/ernest_and_celestine
 - https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-files-in-body/sample_movie_reviews.pdf
 - www.rottentomatoes.com
 - www.dogomovies.com (Movie reviews by kids for kids)
2. Encourage students to provide their analysis of how the reviews are organized and what components are present in the review. Students should notice that the reviews provide the setting of the film, the characters and how they develop in the film, the storyline/conflict of the film, and the reviewer's opinion of the film.
3. Discuss where students find reviews in their everyday lives and the different audiences/purposes reviews are aimed for. This will start students thinking about the tone and focus of their own review.

Part Two: Prompt students to record information about *Ernest and Celestine: A Trip to Gibberitia* to begin development of their own movie review. Answer the questions provided on the accompanying Activity Sheet. This may be done with a partner or small group to strengthen the quality of responses, though opinions and ideas will differ.



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Part Three: Have students write their own movie review of *Ernest and Celestine: A Trip to Gibberitia*. A simple organizational structure for the student movie reviews would be:

- a brief summary of the film
- an analysis of a specific moment or character in the film
- their opinion of the film

NOTE: This activity is adapted from an archived lesson plan developed by Scholastic.



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NAME: _____

Two Thumbs Up?: Writing a Movie Review

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

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

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

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

4. Which elements of movie reviews are most important to include? Why?



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Part Two: Complete the information for Ernest and Celestine: A Trip to Gibberitia to begin organizing your thoughts for your own movie review.

Who created the film? When was it made?

What are the settings of the film?

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

Summarize the film's storyline by listing the important events:



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Name a key moment (content) or feature (style or technique) in *Ernest and Celestine: A Trip to Gibberitia* and what it made you think and feel:

What is your opinion of the film?

Who would you recommend this film to and why?



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The Head, The Heart, and The Gut: Film Reflection

Teacher Resources

- Activity Sheet: "The Head, The Heart, and The Gut: Film Reflection" (Two versions are included—please choose the template that best fits your students' needs.)

Teacher Note

We encourage students to think about the film, *Ernest and Celestine: A Trip to Gibberitia*, and how they received it. Namely, which part of the film appealed to their "head, heart, and/or gut"? What questions do they still have? What emotions did they experience watching the film? Students are likely to share their opinions about their "favorite" parts, but also their other thinking, and this activity provides the opportunity to express their responses to a part of the film or the overall film.

Directions

1. Whole group: Discuss and reflect on the film as best fits the needs of your students. Here are some prompts and ideas to get you started:
 - Discuss personal reactions to the film (what appealed, emotions, observations); "What made you feel _____? Was it surprising? Upsetting? Confusing? Thought provoking? Suspenseful? Realistic? Magical? Hopeful? Fun? Scary?"
 - Discuss cinematic elements (tone, light, color, camera angles, music/sound)
 - Discuss what they believe the filmmaker wants us to know or learn
 - Divide students into partners or small groups to discuss the film, practice listening and responding to each other
 - Students ask questions or voice what they are still wondering about, have other students respond with their ideas
2. Ask students to pick one part of the film, with which they connected. This may be their favorite part, a part that appealed to them for any reason, or evoked an emotion or experience. One way to explain:
 - HEAD = Something they learned
 - HEART = A part they loved or a part that was meaningful for them
 - GUT = A part that stuck with them that elicits a response



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3. Using the included activity sheet (“The Head, The Heart, and The Gut: Film Reflection”), ask students to identify a facet of the film on which they can reflect. Encourage students to support their opinion by writing about specific elements and aspects of the film to support their reflections:
 - Characters
 - Setting
 - Obstacles/Challenges
 - Events
 - Tone (Mood or atmosphere of scenes or film as a whole)
 - Beginning/Ending
 - Lessons/Themes/Morals

4. Students should write on topic, appropriate for grade level writing expectations. If needed, students may continue on an additional piece of paper and attach it to the activity sheet. When finished, come back together as a group to share thoughts, questions, and reflections.



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NAME: _____

The Head, The Heart, and The Gut: Film Reflection

Illustration

Illustration



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NAME: _____

The Head, The Heart, and The Gut: Film Reflection



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A Snapshot in Time: Documenting Future History Through a Primary Lens

Teacher Resources

- Access to primary resources: i.e. newspapers, Internet

Teacher Note

This activity is designed to get students thinking about relationships they have with older and future generations in their family and/or community. It is inspired by the relationships amongst Ernest's family members, and his return to his childhood home. Students will plan for making a time capsule for the year 2023 that they could share with future generations once they are older.

Directions

1. Gather students together to discuss the film *Ernest and Celestine: A Trip to Gibberitia*. Students should remember and discuss characters, setting, and plotlines to refresh everyone's memories of the film.
2. Tell students that today they'll be thinking more about the characters in the film, particularly Ernest's family. Discuss with students what they noticed about the relationships among them (father, mother, sister Mila). As students offer ideas of their perceptions of the relationships, encourage them to use evidence from the film to support those ideas.
3. Next, ask students to think of an older relative, not a parent, with whom they have a good relationship or special bond. It could be a grandparent, aunt, uncle, cousin, etc. (Knowing your students, you could extend the idea to include teachers, coaches, religious leaders, etc.). Ask students to think about what makes their connection with that older person special and different from that of a parent. Prompts may include:
 - What do you like to do with this person?
 - How does this person care for you?
 - How is this person different than a parent?
 - How is this person different from a friend or someone your age?
4. Share with students the idea that connections to older generations, such as the ones amongst Ernest's family members are important because the older person can share life experiences, family history, and stories about the past with the younger person. Likewise, the younger generation can share about their lives and how they live in today's world as a child.



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5. Today, students will imagine they are making a connection to a younger generation in the future. It is their challenge to think about and convey what life is like in 2023 to the next generations to come. Students will plan for a time capsule that could be opened up many years and generations later to reveal remembrances and life in 2023. Be sure to explain the concept of a time capsule (a container storing objects of the present time to be opened in the future). Ernest gets to do this with his childhood home and bedroom, which is preserved with objects and photographs from his youth.
6. Brainstorm items and ideas that could be contained in their time capsule. Jot down ideas for students to be able to refer to when they work on their own. (EXTENSION: Remember, students are only *planning* for their time capsule, not actually gathering items. If you would like to extend this activity, consider having students build a time capsule with items as a group.) Some ideas to help students get started:
 - Newspaper/Magazine from today's date
 - Recording or list of popular music
 - Photographs
 - A popular toy/game/video game
 - A menu from a favorite restaurant
 - Ticket stubs/receipts/QR codes from sporting events or concerts
 - Information on the current presidential race and election year
 - Information about current issues/challenges in the world
 - Brochures and advertisements showing current models (cars, fashion)
 - Social media trends
7. Prompt students to think about what they would want future generations (possibly their future grandchildren!) to know and remember about the year 2023. Students may work individually, in partners, or small groups to plan their time capsules. Consider having students make a list, sketch their time capsule, or somehow visually demonstrate their plan. Give students work time.
8. Gather students together when their work is done to share ideas with each other. Notice similarities and differences in their ideas and any other ideas they were inspired to add as they listened to each other.



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Like Mac and Cheese...Better Together: Character Study - Compare and Contrast

Teacher Resources

- Character Study: Exploring the Humanity of a Hero Activity Sheet

Teacher Note

This activity is inspired by the roles of Ernest and Celestine, and how their personalities are often very different, but complement each other very well. The complexity of their characters is worth comparing and contrasting more deeply in terms of each character's own strengths and challenges. Students will have the opportunity to analyze the characters by thinking about their characteristics, recognizing how they were exhibited in the film, and developing an opinion on how those characteristics ultimately made them who they were.

Directions

1. Gather students together to discuss the film *Ernest and Celestine: A Trip to Gibberitia*. Students should remember and discuss characters, setting, and plotlines to refresh everyone's memories of the film.
2. Tell students that today they will be taking a closer look at the film's two main characters: Ernest (bear) and Celestine (mouse). Hold a discussion, and have students turn and talk, touching on the following points (be sure to have some students share out):
 - What was your impression of Ernest? Celestine?
 - How did the film portray Ernest's character? Celestine's?
 - How were you affected by Ernest's actions, words, and choices? Celestine's?
3. Explain the inquiry for today: The filmmakers deliberately created characters who we have been describing as having opposing characteristics. The question we are going to consider today is:

Though Ernest and Celestine seem to be a case of 'opposites attract', how do they complement each other's personalities, provide balance for one another, and ultimately come out stronger together through their friendship?"



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4. Make a T-chart (or have students make one of their own). Label ERNEST at the top of one column, and CELESTINE at the top of the other. Ask students how they would describe Ernest (adjectives, characteristics). Jot these ideas down where all students will be able to access the list for reference in the next steps. Elicit a mix of responses, prompting them to recognize his strengths and his challenges. Next, do the same process for Celestine. Be sure to include ideas such as the following for their consideration:

ERNEST	CELESTINE
Experienced Older Tends to give up easily Chooses to quietly sweep things under the rug Cranky Negative	Innocent Younger Open to possibilities Speaks truth Optimistic Positive thinker

5. Next, have students form small groups for discussion and reflection on their characteristics. Students will choose a few characteristics brainstormed by the class, identify evidence in the film to support that thinking, and discuss how they viewed those characteristics: as Strengths? Challenges? Both?
6. Return to the whole group ready to discuss:
 - Who was able to identify characteristics you believe are strengths?
 - Who was able to identify characteristics you believe are challenges?
 - Who thought some characteristics fell into both categories?
 - Who respectfully disagreed with others in their group?
7. Elicit discussion on specific characteristics as strengths or challenges or both. Finally, students speak to the idea that Ernest and Celestine provided balance for each other because they are so different, and that's why their friendship and partnership is strong.
8. EXTENSION: Students write a reflection on a friend or someone in their lives who helps provide a balance for them.
9. EXTENSION: Using a similar framework, ask students to explore other examples of real-life personalities who have overcome challenges, and used those challenges as a way to achieve success in their own lives, often affecting the lives of others. Consider having students read short biographies online (Biography.com), picture book mentor texts, or an encyclopedic resource for a study on that choice person.



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Bear Witness: Writing From a Different Point of View

Teacher Resources

- Student notebooks or paper

Teacher Note

Ernest the bear was a central character to the film's story. As a viewer, we only got to know him from the outside. We were aware of his emotions and thoughts as we viewed his expressions and heard his dialogue. Empathy, however, requires us to take an extra step and see the world through someone else's eyes. To dive deeper into Ernest's thoughts, students will take the point of view of Ernest and write from his perspective in first person. Encourage creativity!

Directions

1. Review and discuss: Ernest's visible and inferred emotions and thoughts, Ernest's dialogue, and what it would be like to hear Ernest's perspective via his inner voice.
2. Students will choose one of two points in the film in which to explore Ernest's perspective. Giving students a choice of these moments allows them to engage in emotions and plot points that feel safe and resonant to them:
 - a. Ernest in his life BEFORE returning to Gibberitia or...
 - b. Ernest in his life AFTER leaving Gibberitia (end of the film)
3. Students write creatively from Ernest's perspective (first person means "I") in a way that illuminates Ernest's thoughts, feelings, and reflections in that moment. This could be a journal entry he writes for himself, a letter to his family or one family member, an article/blogpost for Gibberitia's newspaper, etc. Use as a quick write/warm up activity or one that can be revised and polished.
4. Share writing in small groups or with the whole class.



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Soundtrack of our Minds: Pairing Music with the Human Experience

Teacher Resources

- Student notebooks or paper
- Internet research resources

Teacher Note

Music is foundational to telling the story of Ernest as a musician and how that impacted his life. As viewers watch the film, they are able to see the conflict and consequences of music and music banning in Gibberitia. Students will identify how music is tied to our feelings, emotions, and well-being, and how utterly different life would be without it by creating a soundtrack of emotions. Students will pair specific music (songs, artists), genres, and vibes to express what they associate with particular ways of feeling in the human experience.

Directions

1. Music and its expression provided the source of conflict in the film. As we saw at the opening of the film, Ernest was dreaming of a joyful, carefree gathering of music-making. [Research](#) shows that music can have a very real impact on our emotions, feelings, and overall well-being.
2. Discuss with students the range of music they listen to or music that reminds them of particular moods, feelings, or associated situations.
3. Students create a soundtrack of emotions with either specific artists and songs, genre, or a description of music that would fit the category (instruments, pacing, sound, etc.).
4. Brainstorm several emotions/feelings as a whole group so students will have a range from which to choose Ideas might include:
Happiness, sadness, fear, anxiety, joy, surprise, anger, boredom, embarrassment, affection, disgust, annoyance, jealousy, calm, exhaustion, apprehension, pride, etc.
5. Next, students will create a list of 10 emotions/feelings to create their soundtrack. Each emotion/feeling will have an accompanying song/artist, genre, or description of music.
Examples:
JOY ----- Dynamite by BTS
JEALOUSY ----- Part of Your World by Halle Bailey (The Little Mermaid)
ANNOYANCE ----- You Need To Calm Down by Taylor Swift
6. EXTENSION: Create an album cover with a listing of the tracks, include cover art, etc.



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C is The Only Note Allowed: Exploring the Effects of Bans

Teacher Resources

- Student notebooks or paper

Teacher Note

Kids make persuasive arguments to their grown-ups frequently -- to stay up late, eat a sweet treat, get a pet, sleep over at a friend's house. Students will now recognize, plan, and write out a persuasive argument that challenges the situation presented in the film: no music allowed. By making compelling points, students will attempt to address leaders to lift the music ban. Ernest had to leave home because of his choice to be a musician, and this activity empowers students to make the changes that matter within their community.

Directions

1. Discuss: In the film, music was banned in Gibberitia. That meant no singing, humming, whistling, or playing instruments. Even birds were banned from tweeting their songs. Only one note -- C -- was allowed to be played. Those who dared to make music would be punished or imprisoned.
 - How do students feel about this?
 - Is this an abstract, far-fetched situation, or can students think of examples of restrictions or banning in history or today's world (i.e. book banning)?
 - What are the consequences of banning music or other artistic expression?
 - Why did the bears ban music? Why do people ban music and art?
 - How would your world change if music was banned in Milwaukee? Wisconsin? The U.S.? The world?
2. Students will take a stance to lift the ban on music, imagining what their world would be like if music was against the law, and desiring to change that. How would you convince lawmakers to lift the ban? What are important points to mention in order to convince them that banning music has a negative impact? What is life like without music and what would it be like with music?
3. Students will write a persuasive letter to a lawmaker or leader (i.e. the mayor, governor, President) in order to convince them a ban on music is wrong and that they should lift the ban. They must consider the prior discussions to make compelling arguments. Students may work on their own, with partners, or small groups.
4. Share letters with the rest of the class. Get feedback on content and persuasiveness.



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2023 ESSAY CONTEST

For an eighth 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).
- Mail all submissions to:
Milwaukee Film attn: Essay Contest 1037 W. McKinley Ave #200 Milwaukee, WI 53205
- **Submissions must be postmarked by December 31, 2023**
- Teachers of winning entries will be notified by February 28th, 2024 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.

4th-6th Grade | *ERNEST & CELESTINE: A TRIP TO GIBBERITIA* | Essay Prompt:

The film you saw at the Education Screenings, Ernest and Celestine: A Trip to Gibberitia, explores a society where music of any kind is banned. Write an essay in which you explain how music is important to people and communities. Use specific details from the film to make connections to your examples. Essays should be a minimum of three paragraphs and a maximum 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 use the film guide at the front of this packet to jog students' memories of the films they saw. After students 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 resource.



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MILWAUKEE FILM ESSAY CONTEST RELEASE FORM

Include a completed copy of this slip with each submission for the 2023 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 child's writing to be submitted for consideration in the Milwaukee Film 2023 Essay Contest:

Parent/Guardian Signature _____ Date _____

Parent/Guardian Full Name (printed) _____



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