



EDUCATION SCREENINGS

Maidentrip 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 *Maidentrip*. 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 or by mail to:

Milwaukee Film
Attn: Cara Ogburn, Education Manager
229 E Wisconsin Ave, Suite 200
Milwaukee, WI 53202

All screenings of *Maidentrip* with post-screening discussion additionally fulfill the following Common Core Standards: SL6.1, SL6.2, SL6.3, SL6.4, SL6.6; SL7.1, SL7.2, SL7.3, SL7.4, SL7.6; SL8.1, SL8.2, SL8.3, SL8.4, SL8.6.

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

Cara Ogburn
Education Manager, Milwaukee Film



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***Maidentrip* Curriculum Packet Contents**

Maidentrip 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, *Maidentrip*, to other relevant events, texts, and themes while employing higher order thinking skills:

◆ **How to Read a Film: Questions to Consider for *Maidentrip***

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

Common Core English Language Arts (CC-ELA) Literacy Standards: SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6; SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6; SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6.

◆ **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.6.2, W.6.3, W.6.7, W.6.8, L.6.3; W.7.2, W.7.3, W.7.7, W.7.8, L.7.3; W.8.2, W.8.3, W.8.7, W.8.8, L.8.3.

◆ ***Maidentrip*: Explorer Research Activity**

Activity asking students to research explorers and consider Laura Dekker in context with other historic explorers.

CC-ELA Literacy Standards: RH.6-8.1; RH.6-8.5, RH.6-8.7, RH.6-8.8; W.6.2, W.6.3, W.6.7, W.6.8, L.6.3; W.7.2, W.7.3, W.7.7, W.7.8, L.7.3; W.8.2, W.8.3, W.8.7, W.8.8, L.8.3.

◆ ***Maidentrip*: Taking Risks**

Activity considering the powers and dangers of risk-taking.

CC-ELA Literacy Standards: W.6.2, W.6.3, W.6.7, W.6.8, L.6.3; W.7.2, W.7.3, W.7.7, W.7.8, L.7.3; W.8.2, W.8.3, W.8.7, W.8.8, L.8.3.

◆ ***Maidentrip*: Exploration and Gender Class Discussion**

Written activity leading to a class discussion of the specific themes of gender and exploration the film offers.

CC-ELA Literacy Standards: W.6.2, W.6.3, W.6.7, W.6.8, L.6.3; W.7.2, W.7.3, W.7.7, W.7.8, L.7.3; W.8.2, W.8.3, W.8.7, W.8.8, L.8.3.

◆ ***Maidentrip*: Geography Research Activity**

Activity asking students to research the locations Laura Dekker stopped on her circumnavigation trip and consider their geographic features.

CC-ELA Literacy Standards: RH.6.5, RH.6.7, RH.6.8; RH.7.5, RH.7.7, RH.7.8; RH.8.5, RH.8.7, RH.8.8; W.6.2, W.6.3, W.6.7, W.6.8, L.6.3; W.7.2, W.7.3, W.7.7, W.7.8, L.7.3; W.8.2, W.8.3, W.8.7, W.8.8, L.8.3.



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How to Read a Film: Questions to Consider for *Maidentrip*

Use these questions to spark dialogue about the film with your students **after** viewing *Maidentrip*. 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 *Maidentrip* might include ideas about gender, bravery, exploration, notions of home, family, identity, growing-up, cultural differences, solitude/loneliness, etc.*

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 *Maidentrip* 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**. All the scenes of Laura at sea alone were shot by her, but edited by the filmmaker. She didn’t have total control over how her story was told. 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.

What is my Documentary’s Narrative?	
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?	
Who are the Characters in my Documentary?	
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?	
What are the B-roll images for my Documentary?	
<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.?	



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Maidentrip: Explorer Research Activity

Procedure:

1. Students will choose from selected explorers and complete a research sheet concerning the explorer they chose. Students could work on their own or in small groups for this phase of the activity.
2. Once the research is complete, students will create an artifact that reflects what they have learned and conclusions they've drawn about what it means to be an explorer, synthesizing Laura Dekker's experience and the research they've conducted. This could, again, be completed by each student on his/her own or in a small group.

Useful Links:

<http://www.loc.gov/teachers/classroommaterials/themes/exploration/lessonplans.html>

Explorer Options:

(feel free to add or edit to fit your instructional needs)

Matthew Henson
Charles Lindberg
Henry Hudson
Ferdinand Magellan
James Cook
Sir Edmund Hillary

Sally Ride
Daniel Boone
Jacques-Yves Cousteau
Neil Armstrong
Hernán Cortés
Francis Drake

Amelia Earhart
Edwin "Buzz" Aldrin
Amerigo Vespucci
Leif Ericson
Elizabeth Gunn
Merriweather Lewis and
William Clark



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NAME _____

Directions: Choose one of the following explorers and complete the research sheet about him/her:

Matthew Henson
Charles Lindberg
Henry Hudson
Ferdinand Magellan
James Cook
Sir Edmund Hillary

Sally Ride
Daniel Boone
Jacques-Yves Cousteau
Neil Armstrong
Hernán Cortés
Francis Drake

Amelia Earhart
Edwin "Buzz" Aldrin
Amerigo Vespucci
Leif Ericson
Elizabeth Gunn
Merriweather Lewis and
William Clark

Once your research is complete, you will create an artifact that reflects what you have learned and conclusions you've drawn about what it means to be an explorer.

Part One: Research

Explorer Name: _____

Date and Place of Birth: _____

Date of Death: _____ Country of Origin: _____

Where did this person explore?

How long did their most famous exploration take and where did they go?

Why is this person famous? (this is the "so what?")

Why did this explorer choose to explore this place?

Compare and Contrast: What is similar and different about the exploration of your famous explorer and Laura Dekker's experiences in the documentary *Maidentrip*?



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Part Two: Presenting Your Findings

Now that the research is complete, you will create an artifact that reflects what you have learned and what conclusions you've drawn about what it means to be an explorer. Use one of the following to present your findings:

- Presentation (PowerPoint, Keynote, Prezi)
- Diary entry
- Comic Strip (ComicLife)
- Video (iMovie/iMovie Book Trailer, GoAnimate, Vimeo, Animoto)
- Map/Brochure/Book

Make sure your artifact highlights what you think it means to be an explorer and why, based on the research you've done. What did you learn about exploration while viewing the film *Maidentrip*? Provide clear examples from the film and from your research to illustrate your points.



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Maidentrip: Taking Risks

Procedure:

Students will assess variables that shape taking risks and being curious.

This activity includes three parts:

Feel free to modify these parts for your own purposes.

- ❖ 3-2-1 Film Recap Activity
- ❖ What is risk? Activity
- ❖ Risk-taking Journal/Blog Activity



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Name: _____

Risk Taking & Adventure

Part One: 3-2-1 Film Recap

After viewing the film *Maidentrip*, complete the following and then discuss with a partner or the whole class.

What are **three** things from the film you found interesting, new, surprising or exciting?

1.

2.

3.

Write **two** "I wonder" questions that you are left with after viewing the film:

I Wonder:

I Wonder:

Make one personal connection to the film:



Part Two: What is Risk?

1. What does it mean to take a risk?

2. Why do people take risks? What might influence why people take risks? (Consider, for example, age, peer-pressure, personality, curiosity, etc.)

Part Three: Risk-taking Journal/Blog

Write a journal entry or blog entry about a about a time when you've gone out on a limb, taken a risk. What risk did you take, what happened, what did you learn?



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***Maidentrip* Exploration and Gender Class Discussion** NAME: _____

After seeing the film *Maidentrip*, take a moment to respond to the following questions in writing. Your written responses will help you engage in a discussion with your classmates later.

1. What did you think was the most interesting thing in the film? Why?

2. What you think it means to be an explorer?

3. Has the film *Maidentrip* changed what you think it means to be an explorer? Why or why not? What moments in the film lead you to these conclusions?

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4. Has this film challenged you to think differently about girls or females as explorers or risk takers? Why do you think boys and men usually the ones who are famous for taking on challenges?

5. Do you think Laura Dekker's gender affected her trip or people's reaction to her adventure? Why or why not?

6. What do you think of the ending of the film *Maidentrip*? Did you like it? Did it leave you with any questions? Why do you think the director/ producer chose to end the film the ways they did?



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Maidentrip: Geography Research Activity

Procedure:

1. Students will choose one of the places that Laura Dekker visited while on her circumnavigation of the world and complete the research sheet concerning the place selected.
2. Once the research is complete, students will create an artifact that reflects what they have learned and conclusions they've drawn about being a traveler, synthesizing Laura Dekker's experience and the research they've conducted.

Research Locations:

(feel free to add to or edit this list to suit your needs)

Canary Islands

Galapagos Islands

Suva, Fiji

Port Vila, Vanuatu

Cape Town, South Africa

Panama Canal/Pearl Islands

Bora-Bora

Darwin, Australia

Durban, South Africa



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Name: _____

Maidentrip Geography Research

Directions: Choose one of the following places that Laura Dekker traveled to during her solo circumnavigation of the world, as shown in the documentary *Maidentrip*:

Canary Islands
Galapagos Islands
Suva, Fiji
Port Vila, Vanuatu
Cape Town, South Africa

Panama Canal/Pearl Islands
Bora-Bora
Darwin, Australia
Durban, South Africa

Answer the following questions regarding the location you choose:

Place Selected: _____ **Coordinates:** _____

Population: _____

Climate: *Winter:* _____

Summer: _____

Popular Games/Sports:

Food:

Things to Do:

Now that your research is completed, you create one of the following:

- Postcard
- Diary Entry
- Letter Home to a Loved One
- Scrapbook