



***Mary and the Witch's Flower* 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 *Mary and the Witch's Flower*. 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, 2018.** 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 21, 2018 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 Manager
1037 W. McKinley Ave, Suite 200
Milwaukee, WI 53205

All screenings of *Mary and the Witch's Flower* with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards for Speaking and Listening: SL.4.1-4, SL.4.6; SL.5.1-4, SL.5.6, SL.6.1-4, SL.6.6

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

Cara Ogburn
Programming & Education Director, Milwaukee Film



Mary and the Witch’s Flower Curriculum Packet Contents

Mary and the Witch’s Flower provides teachers and students an opportunity to explore a variety of issues surrounding heroism, diversity, animal ethics, and ecological stewardship. The following activities are designed to connect students’ experiences viewing *Mary and the Witch’s Flower* to other relevant events, texts, and themes while employing high order thinking.

Many of the activities can be completed before the film viewing to get students thinking about the topics and themes the film presents. Whether a film activity is recommended before or after the film screening can be found in the ⇒ **TEACHERS!** section for each activity.

The order provided here is the recommended order for the activities provided in this packet.

Pre-Screening Activity: The Story of Mary and The Witch’s Flower

Get ready for your field trip to the Milwaukee Film Education Screening of *Mary and the Witch’s Flower* by building background knowledge. Students will visit the film’s website and watch a trailer in order to familiarize themselves with the film’s topic, genre, and concept. Students will engage in critical media literacy skills prior to seeing the film, build excitement for seeing the film, and prepare for being active thinkers and viewers during the screening.

English Language Arts

Common Core Standards – RL4.1-2, RL5.1-2, RL6.1-2, RI4.1, RI4.4, RI4.7, RI5.1, RI5.4, RI5.7, RI6.1, RI6.4, RI6.7, W4.2, W4.7, W5.2, W5.7, W6.2, W6.7, SL4.1-6, SL5.1-6, SL6.1-6

Character Study: Exploring The Humanity of A Hero

This activity is inspired by Mary, who discovers a rare flower giving her temporary magical powers. The complexity of her character is worth studying and discussing more deeply in terms of her own strengths and challenges. Students will have the opportunity to analyze her character by thinking about her characteristics, recognizing how they were exhibited in the film, and developing an opinion on how those characteristics ultimately made her a human hero of a fantastical story.

English Language Arts

Common Core Standards – RL4.1-4, RL4.7, RL4.9, RL5.1-4, RL5.7, RL5.9, RL6.1-4, RL6.7, RL6.9, W4.1, W4.7-9, W5.1, W5.7-9, W6.1, W6.7-9, SL4.1-6, SL5.1-6, SL6.1-6

Animal Ethics: The Rights of the Feathered, Furry, Scaly, and Shelled

This activity is inspired by the animals who had been “transformed” and locked away when they were deemed mistakes. Madam Mumblechook’s and Doctor Dee’s experiments with magic to transform animals hit home for Mary and Peter when they realize one of Peter’s cats was a victim of this treatment. Students will do inquiry into animal ethics and rights as they relate to human responsibilities.

English Language Arts/Science/Social Studies

Common Core Standards – RI4.1-9, RI5.1-9, RI6.1-9, W4.1, W4.4-9, W5.1, W5.4-9, W6.1, W6.4-9, SL4.1-6, SL5.1-6, SL6.1-6



Climate Change: Saving Our Future, One Seed at a Time

The film showed us how a rare resource can become a source of competition and abuse of power. The flower, a rare plant, provided magical powers, and demonstrated how misuse of the flora and fauna in our environment can have an impact. In this activity, students will learn about being stewards of the environment by combating climate change and preparing for the future and create commercials and PSAs to voice their new knowledge.

English Language Arts/Science/Social Studies

Common Core Standards – RI4.1-9, RI5.1-9, RI6.1-9, W4.1, W4.4-9, W5.1, W5.4-9, W6.1, W6.4-9, SL4.1-6, SL5.1-6, SL6.1-6

Our True Strength: The Most Powerful Magic...No Spells Required

While Mary stumbles into a world of magic accidentally, Madam Mumblechook and Doctor Dee have harnessed magic and are using it for evil. Mary eventually discovers that her true strength doesn't come from magic, but from her determination and empathy in action. In this activity, students will explore the concept of fantastical magic powers as they relate to realistic human inner strength.

English Language Arts/Social Studies/Guidance

Common Core Standards – W4.3, W4.4-9, W5.3, W5.4-9, W6.3, W6.4-9, SL4.1-6, SL5.1-6, SL6.1-6





Pre-Screening Activity: *The Story of Mary and The Witch's Flower*

Teacher Resources

-Film Website: <https://www.maryandthewitchsflower.com/>

-Official Film Trailer: <https://www.youtube.com/watch?v=I2IQqNP1ajg>

⇒ **TEACHERS!** This activity is intended to be done prior to attending the Education Screening of *Mary and the Witch's Flower*. This pre-film activity introduces the concept of the film to students via the film's official website. 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.

Directions

1. Lead a discussion to get your students ready to make the most of your visit to the 2018 Milwaukee Film Festival Education Screenings by actively thinking about storytelling on film, specifically using the feature film you'll be seeing, *Mary and the Witch's Flower*. Gather students together, and guide the discussion:
 - a. Explain to students that they will be attending an Education Screening at the 2018 Milwaukee Film Festival, a field trip to the movies! Activate background knowledge and connections regarding the festival, film festivals in general, seeing a movie in a theater, or watching movies.
 - b. Share that this is a unique opportunity to see films from all over the world that normally are not screened at big movie theaters. The film they'll be seeing is from Japan. Locate Japan on a map and allow students to share background knowledge.
 - c. "The name of the film you will be seeing is *Mary and the Witch's Flower*. Since this is the title of the film, what do you think this film will be about?" Briefly discuss.
 - d. "Mary is the main character in the film. She is a curious girl who discovers a magical flower that gives her powers, but only for one night. Let's find out more about this film."
 - e. Share the film's event website and project it so all students can see it: <https://www.maryandthewitchsflower.com>. Share the synopsis. Explain that a *synopsis* is a brief summary of a film's storyline. Read aloud the synopsis and give students time to turn and talk about their thoughts:

"From Academy Award®-nominated Hiromasa Yonebayashi...comes a dazzling new adventure about a young girl named Mary, who discovers a flower that grants magical powers, but only for one night. Mary is an ordinary young girl stuck in the country with her Great-Aunt Charlotte and seemingly no adventures or friends in sight. She follows a mysterious cat into the nearby forest, where she discovers an old broomstick and the strange Fly-by-Night flower, a rare plant that blooms only once every seven years and only in that forest. Together the flower and the broomstick whisk Mary above the clouds, and far away to Endor College – a school of magic run by headmistress Madam Mumblechook and the brilliant Doctor Dee. But there are terrible things happening at the school, and when Mary tells a lie, she must risk her life to try to set things





*right. Based on Mary Stewart's 1971 classic children's book *The Little Broomstick, Mary and The Witch's Flower* is an action-packed film full of jaw-dropping imaginative worlds, ingenious characters, and the and the stirring, heartfelt story of a young girl trying to find a place in the world."*

2. Sharing the Film Trailer

a. "Now that we know a few details about the film, we are going to find out even more to get us ready to see the film. A film trailer is like a short commercial that helps us preview a film. Its purpose is to give us some important information and to tempt us to want to see the film." Ask students if they've seen trailers before. They will have most commonly seen them on television for upcoming feature films or as previews before other films they have seen in the theater.

b. "A trailer often shares the big problem characters face in a film's storyline, and we'll only know how the problem resolves if we see the film. It also gets our minds making predictions about the whole film."

c. It is important to note that this movie will be subtitled, as the audio is in its original Japanese. Share with students how to handle reading subtitles and practice these skills as you watch the trailer together:

1. English translations appear at the bottom of the screen, usually one character at a time.
2. Read the subtitle, then look back up at the animation/action on the screen.
3. If you miss reading some subtitles, don't worry! The action on screen will help connect the story for you.

3. Set your purpose for viewing the trailer: "Let's watch the trailer together and see if we can identify the big problem that drives the film's storyline." Watch the trailer once through (see link at the top of this activity).

4. Have students turn and talk to each other about what they think the problem of the film's story may be, then share out some ideas together. (Problem: Mary's newly gained magical, but temporary, powers take her to a school of magic where she realizes awful things are happening and she needs to help fix them before returning home.) Once the problem has been established, explore the questions: "Why do you think this is a problem? What sort of bad things could be happening at a school of magic?"

5. Take the time to identify characters shown in the trailer and write them where all students will be able to see them for the last part of the activity. Specific names aren't necessary, as most are not introduced. Some characters to include:

1. Mary
2. Peter
3. Madam Mumblechook
4. Doctor Dee

6. Making Predictions

a. "Now that we have some information about the film: its problem, characters, and setting, our minds are already wondering more about the film's storyline and resolution. Doing thinking about the film before we see it, helps us rev up our minds to get ready to notice all the details and story elements we haven't viewed yet. In the meantime, we will all be thinking about





how all of the film’s story elements are connected, and especially about if and how the problem will be resolved.”

- b. Set students up in partners, small groups, or individually to make predictions about the film. They will be responsible for discussing their predictions regarding problem/resolution, characters, or other details they feel will come into play. Using what they have already learned and discussed, students may write, sketch, or storyboard (comics panels) their predictions. Before you give students time for this work, play the trailer once again for them, so they can continue to familiarize themselves with the story.
- c. Students take time to work to record their predictions in the style of their/your choosing.
- d. Come back together as a group to discuss students’ predictions 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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Character Study: Exploring the Humanity of a Hero

Teacher Resources

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

⇒ **TEACHERS!** This activity is inspired by the role of Mary, the character who discovers a rare flower that gives her temporary magical powers. The complexity of her character is worth studying and discussing more deeply in terms of her own strengths and challenges. Students will have the opportunity to analyze her character by thinking about her characteristics, recognizing how they were exhibited in the film, and developing an opinion on how those characteristics ultimately made her a human hero of a fantastical story.

Directions

1. Gather students together to discuss the film *Mary and the Witch's Flower*. 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 one of the film's main characters, Mary. 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 Mary?
 - How did the film portray Mary's character?
 - How were you affected by Mary's actions, words, and choices?

Explain the inquiry for today: "The filmmakers deliberately cast Mary in a heroic role. She was not a perfect person, however. She had strengths and skills she utilized to succeed, but she had some challenges to deal with, as well. The question we are going to consider today is: *Is Mary a hero?*"

Ask students how they would describe Mary (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 with recognizing her strengths and her challenges. Be sure to include ideas such as the following for their consideration:

- Curious
- Clumsy
- Brave/Courageous
- Impulsive
- Eager
- Resilient
- Altruistic
- Determined

Next, have students form small groups (3-4 students) for discussion and reflection on Mary's characteristics. To guide discussions, give each student a copy of the accompanying form to jot notes and thoughts to bring back to the larger group to share. Students will choose a few characteristics brainstormed by the class, identify evidence in the film that supports that, and discuss whether they believe this characteristic is a **STRENGTH** or a **CHALLENGE**.



*****Please note:** There are no correct or incorrect categorizations of each characteristic. Each student is entitled to their own thoughts on the topic, and may or may not agree with others. The group does NOT need to come to a consensus on this. Differing opinions, backed by evidence from the film, provide a far richer discussion for this activity. Share this thought before sending students off to discuss.

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.
8. Circle back around the question leading the inquiry: *Is Mary a hero?* And further prompt with, *“Can she be a hero if she has challenges to overcome?”* Beyond group discussion, ways students can respond to this with their own thinking:
 - Write thoughts in a reading/writing notebook
 - Record a (selfie) video using the technology of your choice and availability
 - Do a mini debate with partners in which one defends Mary’s hero status and the other challenges it
 - Allow students to compare/contrast Mary with a character from literature or pop culture regarded as a hero (or anti-hero)
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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NAME: _____

Character Study: Exploring the Humanity of a Hero
ACTIVITY SHEET
Inquiry: Is Mary a hero?

<u>Characteristic</u>	<u>Evidence from the film</u> <u><i>Mary and the Witch's Flower</i></u>	<u>STRENGTH or</u> <u>CHALLENGE? Why?</u>





Animal Ethics: The Rights of the Feathered, Furry, Scaly, and Shelled

Teacher Resources

- Newsela website (newsela.com): Sign up for a FREE educator account prior to the activity.
- Newsela articles with adjustable reading levels (printed or accessible on tech devices)

⇒ **TEACHERS!** This activity is inspired by the animals who had been “transformed” and locked away when they were deemed mistakes in the film *Mary and the Witch’s Flower*. Madam Mumblechook and Doctor Dee experiments with magic to transform animals hit home for Mary and Peter when they realize one of his cats was a victim of this treatment. In this activity, students will do inquiry into animal ethics, specifically animal rights as they relate to human responsibilities.

Directions

1. Gather students together to discuss the film *Mary and the Witch’s Flower*. Students should remember and discuss characters, setting, and plotlines to refresh everyone’s memories of the film.
2. Discuss specifically the facet of the film that dealt with animal experimentation. Establish that animals were:
 - Experimented on
 - Magically transformed
 - Abandoned and locked away when deemed a mistake (one of Peter’s cats had been transformed and was locked in a cage, which drove Mary and Peter to want to rescue all of the other animals)
3. “Today, we will be doing an inquiry into animal ethics. That means we will do some thinking and questioning about how humans treat animals. Let’s begin by posing our inquiry”:
 - “What rights do animals have and what are human responsibilities toward animals?” (Allow for opinions and discussion.)
4. Acknowledge that people have a range of opinions on this topic, for example, a topic many can relate to: Some people are vegetarians, concerned with the welfare of animals, while some people eat meat. These people would likely have differing opinions on a spectrum of animal ethics.
5. Access the Newsela text set “Animal Ethics” here: <https://newsela.com/text-sets/26> or by going to the search bar, typing “Animals”, and scrolling down to the text set labeled “Animal Ethics”. (You need an account to access these articles. The account is free!)
6. “To inform opinions we may already have or are developing, we are going to read some articles that consider how humans treat animals.”
7. Model reading and highlighting/underlining/annotating any sample article together as a whole group.
 - Suggested article: “Scientists Are Finding New Ways To Test Medicine That Doesn’t Use Animals”





8. In small groups or partners, ask students to select another article in the text set to read and highlight/underline/annotate. You may choose to print off articles ahead of time with preselected text levels (5 options). Also available in Spanish. Ask students to note examples of treatment or mistreatment of animals in their articles, and also evidence that informs their own opinions.
9. As individuals, or still as small groups, students will take the point of view of the animal in their article and write a “Dear Humans” letter that will be persuasive in format. Ask students to consider what their animals would say to humans if they were given a voice. How do they perceive their treatment? What would they like to see improved? Students should reference the information in their articles to provide factual evidence and strengthen their arguments.
10. Reflect as a whole group:
 - Each group summarizes their article
 - Students share their more informed opinions
 - Students read their “Dear Humans” letters

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Climate Change: Saving Our Future, One Seed at a Time

Teacher Resources

- Wonderopolis “What is a Seed Vault?” <https://wonderopolis.org/wonder/what-is-a-seed-vault>
- Svalbard Seed Vault Info: <https://www.croptrust.org/our-work/svalbard-global-seed-vault>
- Svalbard Seed Vault Official Website: <https://www.seedvault.no>
- Crop Trust Seed Vault Virtual Tour: <https://tour.croptrust.org>

⇒ **TEACHERS!** This activity is inspired by the rare and precious flower in the film *Mary and the Witch’s Flower*. The film showed us how a rare resource can become a source of competition and abuse of power. The flower, a rare plant, provided magical powers, and demonstrated how misuse of the flora and fauna in our environment can have an impact. In this activity, students will learn about being stewards of the environment by combating climate change and preparing for the future.

Directions

1. Gather students together to discuss the film *MARY Mary and the Witch’s Flower*. Students should remember and discuss characters, setting, and plotlines to refresh everyone’s memories of the film.
2. Discuss specifically the witch’s flower that Mary found and was coveted and stolen by Madam Mumblechook and Doctor Dee: its fragility, power as a resource, etc.
3. Share that there are many species of plants and animals, in reality, which are just as fragile, rare, and endangered. Discuss and reflect on the following questions:
 - Do humans have a responsibility to be stewards (caretakers) of the environment?
 - What are some ways we see our environment changing (climate change)?
 - Warming Earth, flooding, receding glaciers, rising sea levels, etc.
 - What are humans doing to change our habits, combat climate change, and prepare for the future?
 - Solar and wind power, recycling, eating locally, turning off electronics, etc.
4. One way that humans are preparing for a future affected by climate change and both man-made and natural disasters is by saving seeds of plants and food crops from all over the world. The Svalbard Global Seed Vault is a protected facility deep inside a mountain between Norway and the North Pole. The goal of a seed vault is to ensure a plant species survives and can be regenerated if a disaster occurs.
5. Build background knowledge with a video and article from Wonderopolis (free resource!):
 - <https://wonderopolis.org/wonder/what-is-a-seed-vault>
6. Take a virtual tour of the Svalbard Global Seed Vault. Click the buttons along the way to get pop up facts. Click the arrow to move ahead in the tour. Access it directly here:
 - <https://tour.croptrust.org> (Click: “Take a peek in 360 mode”)
7. For more video resources explaining climate change, show and use any of the following:
 - Brainpop: <https://www.brainpop.com/science/earthsystem/climatechange>
 - Nat Geo Kids: <https://kids.nationalgeographic.com/explore/science/climate-change>





- Bill Nye with Nat Geo: <https://www.youtube.com/watch?v=EtW2rrLHs08>
 - Kids Against Climate Change: <https://kidsagainstclimatechange.co/start-learning>
8. Commercials/PSAs (Public Service Announcements)
- Students will work in small groups to create a scripted PSA which highlights an environmental problem (i.e. too much plastic waste) and offers solutions (use a refillable water bottle, recycle plastics).
 - Dependent on your available time and technology, consider having students record a video or perform it live for the rest of the class. Use given websites above and other resources for students to do some research.
9. Together as a whole group, reflect and discuss new learning and thinking to wrap up the project.

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Our True Strength: The Most Powerful Magic...No Spells Required

Teacher Resources

- Writing paper (your choice)

⇒ **TEACHERS!** This activity is inspired by the use of magic in the film *Mary and the Witch's Flower*. While Mary stumbles into a world of magic accidentally, Madam Mumblechook and Doctor Dee have harnessed magic and are using it for evil. Mary eventually discovers that her true strength doesn't come from magic, but from her determination and empathy in action. In this activity, students will explore the concept of fantastical magic powers as they relate to realistic human inner strength.

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Directions

1. Gather students together to discuss the film *Mary and the Witch's Flower*. Students should remember and discuss characters, setting, and plotlines to refresh everyone's memories of the film.
2. Discuss the magical elements in the film:
 - Who had magical powers?
 - What were the magical powers?
 - How were the magical powers being used? For good? For evil?
3. After identifying how the magic was used for both good and evil, brainstorm types of magical powers that could be used for good. Ask: "What is that magical power? How could you use it?" (i.e. Magic: Flying on a broomstick; Result: Mom and dad don't have to drive me everywhere. I can fly there on my own.)
4. Tell students they are going to do a 10 minute quick write. Use your best choice for writing paper (Writer's Notebooks, loose-leaf). Ask students to draw a horizontal line across the middle of their paper, dividing their paper into a top and bottom half. Challenge them to write to fill the space.
5. In the top section, direct students to write about a magical power they wish they had to use for good. It can center on themselves, their families, friends, strangers, etc. Be sure to respond to:
 - What would your magical power be?
 - How would you use it for good?
6. Students write out their top section for 10 minutes. When finished, have students get into small groups of 2-4 to share (read or paraphrase) what they each wrote. Then share out a few as a whole group.
7. As a whole group, discuss Mary's realization about magic, power, and strength, especially toward the end of the film: *True strength doesn't come from magic. It comes from determination and empathy in action.* Mary's greatest power was in her ability to not give up and her loyalty to bring Peter and the cats home safely.
8. Ask students to consider that a magical power is perhaps not the highest form of strength and that our human capabilities, talents, ideas, and actions truly are. Have students jump to the bottom half of their page to consider a new question, no magic required:
 - What is one of your greatest strengths?
 - How do you use it for good?
9. Repeat the writing and sharing in step #6.
10. Take time for reflection as a whole group. What are their thoughts on magic, power, and strength?





2018 ESSAY CONTEST

For a fourth 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, Suite #200
Milwaukee, WI 53205

- **Submissions must be postmarked by December 21, 2018**
- Teachers of winning entries will be notified by February 1st, 2019 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.

Essay Prompt—Grades 4-6:

The film you saw at the film festival, *Mary and the Witch's Flower*, featured two teachers at the school of magic, who used their magical powers selfishly and negatively. Mary's newfound magical skills challenged them both as Mary tried to stay one step ahead of them while fixing the wrongdoings at the school. Mary risked her own life to help her friend Peter and rescue the animals. Write an essay in which you share a time that you made an effort to help out someone you know, in your family, school, or community. You may use specific examples from the film to make connections to your experience.

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. 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 resources.

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MILWAUKEE FILM ESSAY CONTEST RELEASE FORM

Include a completed copy of this slip with each submission for the 2018 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 2018 Essay Contest:

Parent/Guardian Signature _____ **Date** _____

Parent/Guardian Full Name (printed) _____

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