Dear Educators,

Welcome back to the theater! We won’t even pretend to contain our excitement about the return to in-person Education Screenings. Being back 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 returning with your students for our brand-new shorts program. 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 shorts program this Fall for students in Grades 4-6, is a curated collection of short films from all over the world, in different formats and styles, traditional and experimental, humorous, and heavy. We have chosen “There’s a Chill in The Air” as this screening’s theme. The theme is broad enough to include films that feature the change of seasons, that time between our hot and humid Milwaukee summers and the eyeball-freezing, polar temps ahead. Concurrent with seasonal transitions, several of the films address another kind of change, transformations abundant within ourselves, our families, our communities, and our world. The lessons of life conveyed by a leaf’s turn of colors and eventual letting go of its branches, provides metaphor upon metaphor about the many transitions and transformations we encounter in life.

The activities you will find in this packet allow students to explore the topics of the films themselves, filmmaking elements that help tell a story, and lessons and ideas to spark conversation, creativity, appreciation, and action. These activities were created for a wide 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 these short films will launch thoughtful interactions, inquiry, and interest in pursuit of their own, and their community’s, goals.

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, 2022. 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 year (if you would prefer that 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 31, 2022** 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 *Shorts: There's a Chill in the Air* with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards for Speaking and Listening: SL.1.1-4, SL.1.6, SL.2.1-4, SL.2.6, SL.3.1-4, SL.3.6

With Appreciation,

Aliza Werner  
Curriculum Writer, Milwaukee Film
**Pre-Screening Activity (Shorts: There’s a Chill in The Air): Film Detectives at Work**
Get ready for your Milwaukee Film Education Screening of SHORTS: THERE’S A CHILL IN THE AIR by building background knowledge. Students will become “film detectives”, looking for clues in the images of the film stills that help them predict what each film may be about. Students will engage in critical media literacy skills prior to seeing the films, build excitement for seeing the films, and prepare for being active thinkers and viewers during the screening.

*English Language Arts*


**The Reel Deal: My Favorite Short Film**
Live action and animation. Humorous and thoughtful. Fiction and documentary. International and American. Students have seen a diverse selection of short films during the screening. One (or more!) will certainly stand out as a favorite. Students can tell us what they loved with this activity.

*English Language Arts*


**Writing a Movie Review: Two Thumbs Up?**
This activity involves composition of a movie review for SHORTS: THERE’S A CHILL IN THE AIR. By viewing a film, reading various movie 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

**Fear Up Front, Nostalgia in The Back...What About Now?: The Past, Present, and Future**
In this activity, students will consider the film “Blind Vaysha” in which a young girl is born with the ability to see the past through one eye, the future through another, but never the present. This folktale serves to both remind and warn us of focusing too heavily on the past or the future, without experiencing the present moment.

*English Language Arts / SEL*


**A Season of Change: Analyzing and Crafting Poems About Fall and Transitions**
Students will take inspiration from the season of fall and its observable transitions, as well as, consider transformation and change in general. Selecting a topic (personal, seasonal, etc.), students
will write a poem, using a format and structure of their choice, to convey their thoughts and reflections on what these changes mean to them.

*English Language Arts*

**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

**Making a Monster: Monstropedia - Second Edition (Now With More Monsters!)**

A fictitious monsterologist created a compendium of monsters in Medieval times called the “Monstropedia”. Fast forward to 2022 and more monsters have been spotted in the wild! In this activity, students will creatively imagine a new monster - scary, silly, serious - to add to the Monstropedia through illustration and writing.

*English Language Arts*

**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
Pre-Screening Activity (Shorts: There’s a Chill in the Air): Film Detectives at Work

Teacher Resources
- Activity Sheet: “Film Detectives at Work”

Teacher Note
This activity is intended to be done prior to attending the Education Screening of SHORTS: THERE’S A CHILL IN THE AIR. This pre-screening activity introduces the theme and content of the short films to students. Engaging students in a discussion of the films before seeing the entire program allows students to gain familiarity with the films, understand the common theme that unites the films, learn about the concept of short films, view a variety of animation and live action formats, make predictions, and raise their engagement level as active thinkers while viewing the films.

Directions

1. Lead a discussion to get your students ready to make the most of your experience with the 2022 Milwaukee Film Education Screenings by actively thinking about storytelling on film, specifically using the short films you’ll be seeing, SHORTS: THERE'S A CHILL IN THE AIR.
   Gather students together, and guide the discussion:
   a. Explain to students that they will be attending a Milwaukee Film Education Screening! Activate background knowledge and connections regarding the festival, film festivals in general, seeing a movie in a theater vs. at home, or watching movies in general.
   b. Share that this is a unique opportunity to see films that normally are not screened at big movie theaters. The program they will be seeing is a collection of short films from the United States and all over the world. They represent many different identities and life experiences. Some films may be in English and others may be in another language (subtitled). Allow students to share background knowledge.
   c. Discuss the program’s universal theme (SHORTS: THERE’S A CHILL IN THE AIR). Ask students:
      ● What comes to mind when you consider the theme: “There’s a Chill in The Air”?
      ● What does the current seasonal change (Fall/Autumn) mean to you? Are you sad to see summer go? Excited for fall activities? Enjoying the cool weather? Looking forward to holidays and celebrations?
      ● What signs of transformation and transition are you witnessing or experiencing? (In the weather, personally, community-wide, etc.)

2. Use the film stills and synopses that accompany them in this curriculum packet, to lead the next part of the activity:
   a. Share that students will be getting a sneak peek into the films they will see in their Education Screening.
b. Show the film stills/descriptions to students, ensuring they each have visual access (project images via PDF file, utilize a document camera with a hard copy, make copies and pass out to students, etc.).

c. Explain that students are going to be “film detectives” to try to make their best predictions of what each short will be about.

d. Together, go through each film, read the description aloud, and allow students to make predictions. These predictions can be individual, a turn-and-talk with partners, or whole group. Tell students to look for clues in the image and in the description that would give them an idea as to what the film’s story might be.

e. After discussing a film, allow students to make a quick sketch or write a few thoughts on the accompanying Activity Sheet. Revisit these predictions after the field trip for reflection, discussion, and insight.
NAME:______________________________

Pre-Screening Activity (Shorts: There’s a Chill in The Air): Film Detectives at Work

<table>
<thead>
<tr>
<th>MUSHROOM MONSTER</th>
<th>ZARA AND THE OTHERS: GORILLA BRAINS FOR DINNER</th>
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<tr>
<td>BEWARE THE WOLF</td>
<td>NOTES ON MONSTROPEDIA</td>
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<td>MOGU &amp; PEROL</td>
<td>THE LITTLE BIRD AND THE LEAF</td>
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<tr>
<td>BLIND VAYSHA</td>
<td>META</td>
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<td>MONSTER, ME</td>
<td>BAT TIME</td>
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<tr>
<td>MATILDA AND THE SPARE HEAD</td>
<td>6 PAWS UNDER</td>
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</table>
**Shorts: There’s a Chill in the Air Program Guide**

This collection of Rated K shorts explores the change of seasons, that time between our hot and humid Milwaukee summers and the eyeball-freezing, polar temps ahead. Concurrent with seasonal transitions, several of the films address another kind of change, transformations abundant within ourselves, our families, our communities, and our world. The lessons of life conveyed by a leaf’s turn of colors and eventual letting go of its branches, provides metaphor upon metaphor about the many transitions and transformations we encounter in life.

**TEACHERS!** Below are still images from and some information about each of the films screened in the Education Screening program of *Shorts: There’s a Chill in the Air*. Use these to remind students about the range of films they saw in order to prompt recollections and further thinking about the films.

<table>
<thead>
<tr>
<th>Mushroom Monster</th>
<th>A monster in a marsh tries to puzzle out how to reach an appetizing mushroom that is encircled by a moat.</th>
</tr>
</thead>
</table>

| Zara and the Others: Gorilla Brains for Dinner | A little zombie girl is scared that her father will embarrass her when she brings a friend home from school for the first time. |
### Beware the Wolf!

Once again, Little Red Riding Hood has to bring a cake, a jar of jam and butter to their grandmother. But this time, the wolf is not at the rendezvous.

### Notes on Monstropedia

An animated archive of imaginary monsters written by a fictitious monsterologist in Medieval Europe.

This work depicts the habits of monsters using movements inspired by short phrases such as “Taste of Tears”, “Tamed Wildness”, etc.

### Mogu & Perol

Mogu is a young bigfoot boy who makes delicious food on Yummy Island. Little Perol likes to stop by his house right when the food is ready. What happens when Perol starts to selfishly take over meals?
<table>
<thead>
<tr>
<th>The Little Bird and the Leaf</th>
</tr>
</thead>
<tbody>
<tr>
<td>A little black bird chases a falling leaf through the winter wind; a fiery red fox follows.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Blind Vaysha</th>
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<tbody>
<tr>
<td>Based on a story by Georgi Gospodinov, the film tells the story of a girl who sees the past out of her left eye and the future from her right—and so is unable to live in the present.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meta</th>
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</thead>
<tbody>
<tr>
<td>Everything consists of many parts, and in the end we are all connected with each other. META takes up topics such as change, transience, cycles, connection, and interaction in a playful and experimental way.</td>
</tr>
</tbody>
</table>
**Monster, Me**

A young girl mysteriously transforms into something she will learn to love... if it doesn’t kill her first.

---

**Bat Time**

When night dawns on the farm a little bat wakes up. Oh, how great would it be to bark with a dog, to crow with a rooster, and to jump and to dance! But the little bat doesn’t want to be alone; it’s looking for a friend.

---

**Matilda and the Spare Head**

A girl who wants to be the smartest person in the world. When all the things she’s learned can no longer fit in one head, her mother buys her a backup one.
6 Paws Under

For the cat, life in the cemetery is paradise. It is calm and he only has to stretch out his paw to catch a mouse. But this time, the ghost of the mouse comes to haunt the cat.
The Reel Deal: My Favorite Short Film

Teacher Resources
- Activity Sheet: “The Reel Deal: My Favorite Short Film” (An example writing/illustrating sheet is included—please adapt length to reflect your students’ needs.)

Teacher Notes
The short films shown at the Education Screenings were united by a theme of “THERE’S A CHILL IN THE AIR”, but they were enormously diverse in many other ways, namely: format, genre, animation style, subject, storyline, length, and tone. We encourage students to think about each film and how they received it. Which films appealed to them? Which films left them with questions? What emotions did they experience watching each film? Students are likely to share their opinions about their “favorite” films, and this activity provides the opportunity to express their responses to a particular film.

Directions
1. Gather as a whole group to discuss each film that was a part of the shorts screening. It may help to provide a visual (as provided in the Program Guide contained in this packet, for example) and/or write down the names of each film, so students can easily refer to particular films. Run a discussion as best fits the needs of your classroom. Here are some discussion ideas to get you started:
   ● Discuss personal reactions to each film (what they liked, didn’t like, comprehension)
   ● Discuss animation styles (CGI, hand-drawn, mixed media) and live-action
   ● Review each short film briefly, divide students into partners or small groups to discuss each 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 and feedback
   ● Discuss by emotion: “Which films made you feel happy? Which made you feel sad? Were any surprising? Scary? Humorous?”
2. Ask students to pick one film with which they connected. This may be their favorite film, one that appealed to them for any reason, or engaged them in an emotion or experience that was memorable.
3. Using the included activity sheet (“The Reel Deal: My Favorite Short Film”), ask students to identify that film and to write about why that film speaks to them. Why was it their favorite or why was it so memorable? Encourage students to support their opinion by writing about specific elements and aspects of the film, such as:
   ● Characters
   ● Setting
   ● Plot/Events
   ● Animation Style (CGI, hand-drawn, mixed media)
   ● Cinematography (art and technology of using movie cameras and lighting in film)
   ● Tone/Atmosphere/Ambience
   ● Music/Score
   ● Beginning/Ending

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.
4. Have students complete an accompanying illustration for their writing to show a favorite scene, a character, or something else memorable to the student about that particular film.
NAME: ____________________________

The Reel Deal: My Favorite Short Film

My Favorite Short Film’s Title: __________________________________________________________

Why this film spoke to me: _____________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________
Writing a Movie Review: Two Thumbs Up?

Teacher Resources
- Activity Sheet: “Writing a Movie Review: Two Thumbs Up?”

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 SHORTS: THERE’S A CHILL IN THE AIR. 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:
   - www.rottentomatoes.com
   - 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 choose one film from the shorts program for which they will write a movie review. They will record information about SHORTS: THERE’S A CHILL IN THE AIR 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.

Part Three: Have students write their own movie review of one of the films in SHORTS: THERE’S A CHILL IN THE AIR. 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.
NAME: _______________________

Writing a Movie Review: Two Thumbs Up?

**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?
Part Two: Complete the information for SHORTS: THERE’S A CHILL IN THE AIR to begin organizing your thoughts for your own movie review.

Which film will you 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:

Name a key moment (content) or feature (style or technique) in SHORTS: THERE’S A CHILL IN THE AIR and what it made you think and feel:
What is your opinion of the film?

Who would you recommend this film to and why?

(Part 3 on next page)
Part Three: Organize your responses from Part Two into a movie review of SHORTS: THERE’S A CHILL IN THE AIR. Use additional lined paper if needed. A simple organizational structure would be:

1. One paragraph summarizing the film including the setting, characters, and basic storyline.
2. One paragraph analyzing a specific aspect of the film (ex: characters, conflicts, issues).
3. One paragraph explaining your opinion of the film and to whom you recommend it.
Fear Up Front, Nostalgia in The Back...What About Now?: The Past, Present, and Future

Teacher Resources
- Excerpt from “The Past and Future Torment the Present in Theodore Ushev’s ‘Blind Vaysha’”:

Teacher Notes
In this activity, students will consider the film “Blind Vaysha” in which a young girl is born with the ability to see the past through one eye, the future through another, but never the present. This folktale serves to both remind and warn us of focusing too heavily on the past or the future, without experiencing the present moment.

Directions
1. Gather as a whole group to discuss the film “Blind Vaysha”. What messages did you pick up from the film? What was the filmmaker trying to convey? What were the pros and cons of eyes’ abilities to see the past and future, but not the present?
2. Discuss:
   a. Read or display the following quotes from an interview with the filmmaker, Theodore Ushev, in which he explains what he is trying to convey in the film.
   b. Discuss the meaning and idea of “nostalgia.” Model and elicit examples.
      - Dan Sarto (Interviewer): “To be sure that I understand the film, tell me what it means? The absence of the present? You have a character who is born with one eye that only sees the past and one that only sees the future. They never see the present. What are you trying to say?”
      - Theodore Ushev (Filmmaker): “My explanation is very simple. We don’t have to let nostalgia for the past and fear of the future spoil the pleasure of living right now. That’s it. We need to live now. We can analyze the past, we can guess the future, literally, based on mistakes of the past, but we can’t forget that it’s the present that counts for everything.”

3. Try It Together:
   a. Dividing a piece of paper into three sections, or making a tri-fold, label each section: NOSTALGIA (THE PAST), FEAR (THE FUTURE), THE PRESENT
   b. Model examples of your own nostalgia (specific and general), jot them down, then do the same for the future - what are some of your own fears of the unknown? Lastly, in the present - what makes living right now joyful/pleasurable/worth our gratitude?

4. Do It!:
   a. Students try this on their own. Give time to focus on each section, jotting brainstormed ideas. Come together to share reflections on this exercise. What ideas popped into your head? Which section was the most challenging? What does this say about how you think about the past, present, and future?

5. Extend:
   a. Students choose one topic to write more about in one of the categories. They may write about their own nostalgia, fears for the future, or how they are able to acknowledge, appreciate, and be aware of the present.

Excerpted from “The Past and Future Torment the Present in Theodore Ushev's ‘Blind Vaysha’”:
A Season of Change: Analyzing and Crafting Poems About Fall and Transitions

Teacher Resources
-Poem examples (to project/print): [www.poetryfoundation.org/collections/101590/fall-poems](http://www.poetryfoundation.org/collections/101590/fall-poems)

Teacher Note
Students will take inspiration from the season of fall and its observable transitions, as well as consider transformation and change in general. Selecting a topic (personal, seasonal, etc.), students will write a poem, using a format and structure of their choice, to convey their thoughts and reflections on what these changes mean to them.

Directions
1. Discuss: Share some poems about fall, the transition of seasons, and transformation generally (some examples linked below - preview before sharing with students). Discuss in terms of content, poetic language/devices, sensory details, structure, etc.
   a. The Poetry Foundation’s Fall Poems Collection
   b. Leaves by Elsie Brady
   c. If a (a leaf falls on loneliness) by e.e. Cummings
   d. Fall and Song For Autumn by Mary Oliver
   e. Theme in Yellow by Carl Sandburg
   f. September Tomatoes by Karina Borowicz
   g. First Fall by Maggie Smith
   h. Once the World Was Perfect by Joy Harjo
   i. Perhaps The World Ends Here by Joy Harjo (use an excerpt)
   j. football dreams by Jacqueline Woodson
2. Try It Together:
   a. Students will choose a focused topic within the broad topic of “FALL or TRANSITION” on which to write a poem. Examples of focused topics, poems about:
      i. Seasonal changes / personal changes
      ii. The feeling of fall
      iii. The transition of fall / transitions in general
      iv. Observable changes: leaves change color, cooler temperatures, earlier sunset
      v. Holidays and Celebrations: Halloween, Sukkot, Diwali, Equinox, etc.
      vi. What fall means to me
      vii. Life cycles
      viii. Harvest
      ix. Activities / Sports
3. Do It!:
   a. Students choose any format or poetic structure (free verse, rhyming, acrostic, haiku, etc.) and focused topic.
   b. Allow students writing time to draft and revise.
   c. Once all final poems are written, allow students to share their poems with each other (partners, small group, whole group).
4. Extend: Display them together in the classroom/hallway/display case for others to read.
Making a Monster: Monstropedia - Second Edition (Now With More Monsters!)

Teacher Resources
-Paper, art supplies

Teacher Note
A fictitious monsterologist created a compendium of monsters in Medieval times called the “Monstropedia”. Fast forward to 2022 and more monsters have been spotted in the wild! In this activity, students will creatively imagine a new monster - scary, silly, serious - to add to the Monstropedia through illustration and writing.

Directions
1. Discuss:
   a. Recall the film “Notes on Monstropedia” - Which monsters do students remember? Which stood out? Notice the variations of scary to silly in types of monsters.
2. Try It Together:
   a. Students will create their own entry for the “Monstropedia”, stepping into the shoes of a professional “Monsterologist”. Much like the film's monsters, they can be imaginative in every way.
   b. From the film’s synopsis, the Monstropedia is an “…archive of imaginary monsters written by a fictitious monsterologist in Medieval Europe. This work depicts the habits of monsters using movements inspired by short phrases such as “Taste of Tears”, “Tamed Wildness”, etc.”
   c. Brainstorm and create a class monster with a name or phrase attached to it.
3. Do It!:
   a. Students create their own monsters. Give time for students to sketch and imagine the qualities and characteristics of their monsters.
   b. Next, students illustrate a final version of their monster with its name/phrase.
   c. Write a paragraph to accompany the illustration in which the monster is described and/or its backstory is told. Details such as where to find the monster, its dimensions, abilities, etc. will bring the monster to life (not literally…we hope…).
4. Extend:
   a. Share out in pairs, small groups, or the whole group.
   b. Display as a museum gallery or gather together as a book.
2022 ESSAY CONTEST

For a seventh 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, 2022**
- Teachers of winning entries will be notified by February 28th, 2023 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 | Shorts: There’s a Chill in The Air | Essay Prompts: (Choose one of the two prompts)

1. You saw a number of short films at the Education Screenings united under the theme “There’s a Chill in The Air.” Write a short essay that explains which film was your favorite and why. Use details to explain your reasons. Essays should be a minimum of eight sentences and a maximum of 15 sentences long.

2. You saw a number of short films at the Education Screenings united under the theme “There’s a Chill in The Air.” Write a short essay about a change or transformation you’ve noticed - during Fall, within yourself, in this new school year, etc. - and describe how you have experienced it, what you have felt, and what that change means to you. Essays should be a minimum of eight sentences and a maximum of 15 sentences 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.
MILWAUKEE FILM ESSAY CONTEST RELEASE FORM

Include a completed copy of this slip with each submission for the 2022 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 2022 Essay Contest:

Parent/Guardian Signature __________________________ Date ____________

Parent/Guardian Full Name (printed) __________________________

___________________________________________________________________________________________