



Zarafa 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 *Zarafa*. 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 *Zarafa* with post-screening discussion additionally fulfill the following Common Core ELA Literacy Standards: SL4.1, SL4.2, SL4.3, SL4.4, SL4.6; SL5.1, SL5.2, SL5.3, SL5.4, SL5.6; SL6.1, SL6.2, SL6.3, SL6.4, and SL6.6.

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

Cara Ogburn
Education Manager, Milwaukee Film



The Oriental Theatre: A Historic Milwaukee Landmark

⇒ **TEACHERS!** This is a *great* activity to keep students busy and observing everything around them upon your arrival at the Oriental Theatre.

The Landmark Oriental Theatre was built in 1927 on Milwaukee's East Side, and it is the only remaining movie palace in Milwaukee. The mood of the Oriental Theatre is created by its original East Indian décor, including murals, lions and packs of elephants, and even giant Buddhas in the main theater. Another original feature of the Oriental Theatre is the Kimball Theatre Pipe Organ in the main theatre that rises from the orchestra pit every Saturday evening before the 7:00pm show and plays a tune to introduce the film!

Although there is a lot to see and take in when you first visit the Oriental Theatre, see if you can find these prominent features:

1. How many porcelain lions line the Grand Staircase?

2. Look up! How many chandeliers hang from the ceiling in the lobby? What colors are in the stained glass chandeliers?

3. Can you spot the 6 larger-than-life Buddhas around the Theatre? Where did you find them?

4. There are hundreds of elephants scattered around the Theatre. Can you find 5 elephants? Where are they?

5. Old movie posters hang in the Oriental Theatre. Write the name of one older movie you have never heard of before here:

6. Compare and Contrast: Describe the similarities and differences between the Oriental Theatre and newer movie theaters you have been to.

The Oriental Theatre

1.

2.

3.

Other Movie Theaters

1.

2.

3.



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

Common Core Standards ELA-Literacy: SL4.1-4.5; SL5.1-5.4; SL6.1-6.3

What happens in the film? What important events occur? What is the resolution? Who are the important characters? Who are the “good” characters or “bad” characters?

These questions help students start to talk about plot, story, plot/narrative structure, character development, and conflict. For example, how would the students define Hassan? Was he good or bad? Can a character be more than just good or bad?

What is the film about? What themes, morals, or messages come up in the film?

*These questions help students start thinking 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 boy’s adventures and also about a larger concept like family. Themes from *Zarafa* might include family, family traditions, friendship, belonging, slavery, bullying, and growing up.*

Do students in the class see different messages in the film? What differences do they see? Why?

*Discussing how students read the film differently helps them understand that films often express more than one message, and these messages speak differently to different viewers. This discussion is helpful when implementing the Movie Review activity. A scene in *Zarafa* that might be used as an example is where one of the characters is shot. Did different students see this scenes as unnecessary or too violent?*

Zarafa has a similar story to Disney’s *Up*: a little boy is on a simple mission and ends up on a long journey. Sometimes when films have similar parts or pieces in their story, they form a collection of films with similarities called a *genre*. With animated films, they fall into a genre or category of animated films. What other genres do you think *Zarafa* and *Up* might fall into? What other films have students seen, or books have they read, that have a similar story? What are the similarities and differences?

These questions help students think about genre and identify similarities and differences between films. Such awareness creates a basis for further media study.

Have you ever been to a movie that you thought was so long you couldn’t stay in your seat? Did it affect whether or not you liked the movie? This film is considered a feature length film. Did you like that film was longer? Why or why not? How do you think the length of the film affects the story? Were there pieces of the story that made you wonder, like information that didn’t need to be there?

Opinions about films are important and help us develop our own personal interest. These responses can be used to help with the Movie Review activity.



Family Folktales

Common Core English Language Arts: W4.3-5, W5.3-5, W6.3-5, W4.10, W5.10, W6.10, SL4.1, SL5.1, SL6.1, RL4.10, RL5.10, RL6.10

Background

Zarafa is framed as a folktale. A folktale is a story that is carried on by **oral tradition**. The story in the film is specific to certain members of a tribe, but many countries have folklore that helps define their cultural history. In the United States, we have many folktales that seem fantastical, but help give a magical meaning behind some of our greatest landmarks. For example, think of Paul Bunyan. Also, as part of our family traditions, we sometimes have **family folktales**. Maybe your family gets together every summer on the day your grandparents got married and tell the story of how your grandparents met and fell in love. Each year the story might be just a little different. Some family members might remember some extra material or maybe some pieces are left out. This story defines your family's vision of true love and family and is passed on by oral tradition.

Directions

1. Discuss oral traditions with the students. Share a story with them that you consider a wonderful folktale or a family folktale. Have the students share some ideas of their own folktales or family folktales. Keep a list on the board for the students to refer to. If your students respond to additional video examples, many video examples of classic tales can be located online.
2. Have the students use a graphic organizer (like the one below) to brainstorm some ideas for a folktale. They can brainstorm in pairs or groups to help generate more ideas.
 - a. The folktale could be about something in the United States. For example, how Lake Michigan was created. They can create their own Paul Bunyan-style story. So they would need to brainstorm some geographical locations. Then they would have to create their mythical character. As in *Zarafa*, the story has a foothold in factual history.
 - b. The folktale could be a family story that their family shares on a special occasion. They would have to brainstorm the story and the message of the story. Just like the story of the grandparents falling in love, it is meant to show a part of the family history with a message.
3. Once the students have brainstormed their story, they should use their narrative writing strategies to write a short narrative folktale. Use the graphic organizer to help shape this.
4. After writing their draft, the students should edit their stories with their peers and at least one teacher edit if possible. Use some drafting strategies to improve writing:
 - a. Highlight a word that is used over and over again throughout a piece. Use a thesaurus to replace the word and spice up their writing.
 - b. Do not use the word "said" in the entire story. Instead, replace it with stronger words that you can find in the thesaurus for "said".
 - c. See attachment for other editing suggestions.
5. The students should type up a final draft for publication. As part of the publication step, ask the students to draw an image of the most important moment in their story as a cover illustration.
6. Finally, allow the students to read their stories to carry on an oral tradition, even though they recorded them on paper for future generations.



Revising and Editing Strategies

Word Choice:

- **Highlight at least 3 words that you can make better-** Use a thesaurus to find stronger words that add description/emphasis to your writing. (ONLY CHOOSE WORDS YOU KNOW THE MEANING OF!)
- **Circle words that help relay your message to my audience-** Find strong words that help people reading your piece understand your point of view.
- **Look for overused words-** Find a verb, adjective, or adverb that is used more than 3 times in your piece. Replace that word with a synonym in a few places.
- **Make sure all of the words make sense-** Are there any words in your piece you don't know the meaning of? Change those words to words you understand.

Sentence Fluency:

- **Underline the first four words of each sentence-** If you notice your sentences are starting the same way, revise them and make them start differently to improve your piece.
- **Count the number of words in each sentence-** Write the number of words at the end of each sentence. If many of your sentences have the same number of words in them, go back and revise your sentences (make compound sentences, fix run-ons, add details, etc.) to make your piece more fluent.
- **Check transitions-** Each new paragraph should lead the reader from the previous paragraph into the new one. Add good transition words (furthermore, in addition, next, in conclusion, consequently, etc.) to go from one paragraph to the next.

Ideas:

- **Add sensory details-** Go back and add sights, sounds, smells, tastes, and textures to parts that seem dull or unclear.
- **Cross out any details that aren't important -** Try reading your piece without a word, phrase, or sentence that doesn't seem necessary. If it doesn't change the meaning or add any details, it should be crossed out.
- **Include both facts and opinions-** Put an "F" by all supporting details that are facts. Put an "O" by supporting details that are opinions. Have you included both facts and opinions in your arguments? If not, add more support or more ideas. (USE ONLY FOR NON-FICTION!)
- **Think about the main idea -** Read the entire piece. Did you stick to your topic? If not, what can you add, delete, or rework to focus back on your main idea?

Voice:

- **Add emotions/feelings to the characters-** Add words that describe how the characters in your piece feel, or how you would feel (excited, frightened, relieved, proud, anxious, etc.).
- **Circle a part in the story that sounds "like you"-** Find a part in the story that sounds like something you would say to your friends. Above it, write why this shows your voice.
- **Add a part to your piece that you know will keep the reader interested-** Using emotion, suspense, drama, mystery, foreshadowing, etc., add a part that will make the audience want to continue reading.
- **Add words to target your audience and purpose-** Insert words that would be right for your audience and purpose. If you were writing to your classmates, you would use different language, details, and arguments than if you were writing to an adult (teachers, principal, president, etc.).



Organization:

- **Number the events in the order they take place in the story-** If you notice any events are out of order, rearrange them so they are in chronological order.
- **Highlight parts of your piece that are about the same topic-** Using different colored highlighters, highlight all parts that are about the same topic in a given color. When you are done rearrange your piece so all topics that are the same color are next to each other in your writing.
- **Create a good lead that captures the audience's attention-** Add a question, story, quote, onomatopoeia, suspense, joke, etc. to the beginning of your piece to make others want to read your piece.
- **Underline ending-** Does your ending restate the main topic? Does it wrap up the entire piece? If not, fix the ending so it brings the piece to a close and wraps up the topic.
- **Label the beginning of piece with a *B*, the middle with an *M*, and the ending with an *E*-** Do you have a clear beginning that grabs the audience's attention and lets them know what the piece will be about? Is the body (middle) of your piece full of details related to the main topic? Does your ending wrap up any loose ends? Does the ending relate itself back to the main idea of the piece? If not, what can you add to make your beginning, middle, and end better?

Editing Conventions:

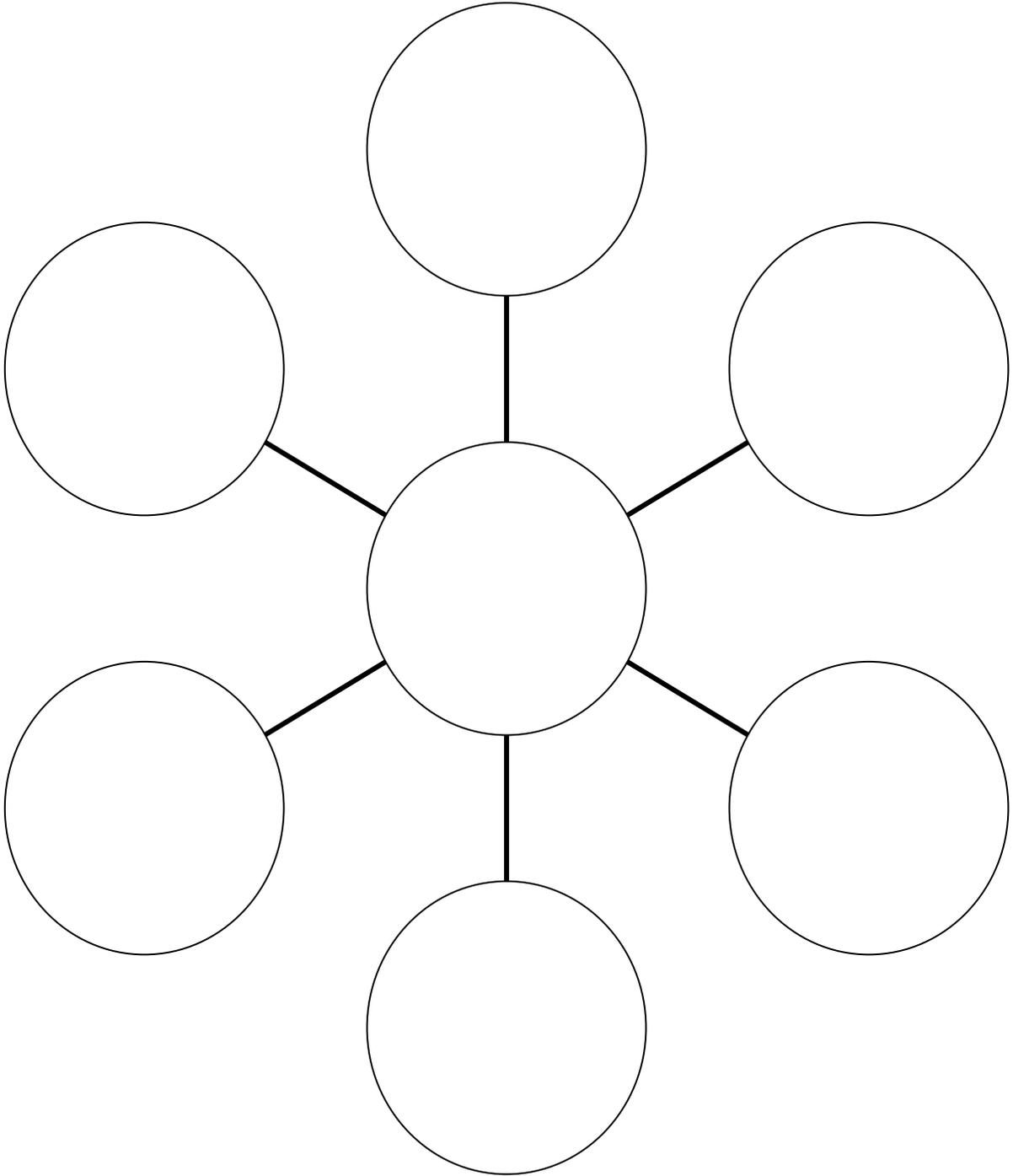
- **Obvious Stuff-** Missing periods, capital letters at the beginning of sentences, etc.
- **Spelling-** Circle and look up every word you are not 100% certain is spelled correctly
- **Capitalize-** The first word, last word, and any other important words in the title
- **Add commas-** Commas are used to separate items in a list, to combine two complete sentences with a conjunction, to separate independent clauses, etc.
- **Add apostrophes-** Apostrophes are used in contractions (can't, won't, I'm, etc.) and to show possession (Mary's dog, the teacher's class, the students' papers)
- **Check the tense you are using-** Look at your verbs. Are they all in the same tense (past, present, etc.)? If not, change the verbs so they all match tenses.
- **Separate your work into paragraphs-** Find places in your paper where you start a new topic. Use a ¶ symbol to show where a new paragraph should begin.
- **Follow the rules for punctuating conversation-** Start a new paragraph with a new speaker and put your punctuation mark inside the parentheses, etc.
- **Try reading your work out loud-** Sometimes you can "hear" things that sound wrong better than you can "see" them on the page.



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EDUCATION SCREENINGS

Use this (or another) graphic organizer to help brainstorm and organize your ideas!





Zarafa's Journey

History/Math/Literacy Classroom Activity

Common Core Literacy in History Standards: *SL.6-8.2, RH.6-8.7;*

WI Social Studies Model Academic Standards: *B.6-8.1, B.6-8.12 E6-8.1-6, E6-8.10*

Common Core Standards: *Mathematics MD 4.1; 4.4, 5.1*

Background

Step back in time to Africa and Europe in the 1800s. Wars were ongoing throughout Africa and the Middle East as Europe tried to take hold of more and more territory. At this time, through exploration, royalty in Europe were very impressed with trophies. Trophies represented their uniqueness. They are what made royalty stand out. Who would be cooler: the King with the Giraffe or the King with the bush shaped like a Giraffe? The King of France wanted more than just a bush shaped like a Giraffe. This was offered to him by the Sultan of Turkey as a gift of peace and support. To deliver on this gift, Maki, Zarafa, and Hassan go on a long and amazing journey! They stop in many countries and use different modes of transportation. Most of these valuable and unique animals came from Africa, so let us pull out our maps and travel the twisted journey!

Materials

Rulers

Markers, Pen, Pencil

Map of Zarafa's Travels (1 for each students and 1 for each station).

Books, Pictures, Articles, etc. on the different station countries

Other art materials (construction paper, colored pencils, glue, etc.)

Directions

1. (Day 1) Have your students break off into groups of 4-5 (assign groups if necessary). Each group should select a stop from the movie to host as their location.
2. Give each group the materials on the location or have them research their assigned location and ask them to come up with a task they feel represents their stop. They should have a class period to organize their group's projects, brainstorm ideas, and share ideas with the teacher for confirmation on if they will work or not. If they are researching outside of provided materials, allow an additional day for research.
 - a. *Example:* Paris, France – They could draw a picture of the Eiffel Tower or write a paragraph about the zoo they saw in the film.
 - b. *Example:* Sudan, Africa – Maybe the students have the visiting groups put together puzzles. They can take pictures from the internet, paste them on cardboard, foam, or poster board and cut them into puzzles.
3. Students should also make sure to include information about the location. For example, what is the name of the money they use? What is the capital of the country? What language do they speak? What is their most popular resource?
4. (Day 2) The students should then set up their stations. They should practice running their station and finalize their activity plan with their group. Each group will present their station to the entire class when they travel. At each station should be a copy of the travel map with their location marked on the map.

(continues below)



EDUCATION SCREENINGS

5. (Day 3) Travel day! The students will travel as a whole class to each of the stations. They should mark their starting location and draw a line to their next location. Each group of students should demonstrate the activity and give the whole class time to work on that activity.
6. (Day 4) You might need two days for the traveling. If you do not need two days, the next step is to have the students work in groups to record the length of the route they traveled from beginning to end. They should take their map and convert the map using a map measurement tool. Example: 2mm = 2000m or 2in = 2,000 miles.
7. Once the students have recorded their information and visited the different locations, ask the students to debrief in groups, talking about what they learned and how they could visualize the distance they traveled. Ask them to, as a group, write a travel log of their visits to the countries. What did they like about the country that they visited? Would they like to visit there in the real world? What did they find interesting? Were there things that were different from where they live in the United States?
8. Each group should then share their travel experience and how they could visualize the amount of miles that they travel. For example, from Milwaukee to Chicago eight times! Or running up and down the block a million times!
9. The students are reflecting on their own community, the global community, and taking into account the distance that there is between the world, even though on a map it looks so small and close.



Mix-It-Up at Lunch Day

Social Studies and Character Education Classroom Activity

WI School Counseling Model Academic Standards: D.1, D.2 (http://sspw.dpi.wi.gov/sspw_scstudentstandards)

Common Core Standards in Social Studies: E1-4.1-15, RH.6-8.8

Common Core Standards in ELA Literacy: SL4.1, SL4.4, SL5.1, SL5.3, SL5.4, SL6.2

Mix It Up at Lunch Day is a national campaign launched by Teaching Tolerance that encourages students to identify, question, and cross social boundaries. In surveys facilitated by Teaching Tolerance and the Southern Poverty Law Center, students identified the cafeteria as the place where divisions are most clearly drawn. So on one day – October 30 this school year – they ask students to move out of their comfort zones and connect with someone new over lunch. It is a simple act with profound implications. Studies have shown that interactions across group lines can help reduce prejudice. When students interact with those who are different from them, biases and misperceptions can fall away.

Teacher Resources:

❖ “What is Mix It Up at Lunch Day?” *Teaching Tolerance: A Project of the Southern Poverty Law Center.* <http://www.tolerance.org/mix-it-up/what-is-mix>.

❖ “Supporting Mix It Up Activities.” *Teaching Tolerance: A Project of the Southern Poverty Law Center.* <http://www.tolerance.org/mix-it-activities-grades-6-8>.

Background

Maki and Hassan face prejudice and inequality during their travels. Sometimes they behaved differently in order to be accepted within certain groups of people. When they arrived in Paris they were made to feel they were less important and valuable because they were different from the Parisians. Inequality, exclusion and bullying can be easy to see in a story, but what about in your school community? How can students create an accepting and respectful community? What can you do to help new people to the community who are unfamiliar and maybe scared about their new surroundings?

Mix It Up Activities

What Do We Have in Common?

Split the students into pairs. Each pair has 30 seconds to find five things they have in common. At the end of the 30 seconds, put two pairs together and give the group a minute to find something all four students have in common. Finally, each group can present the list of things they have in common.

Fact or Fiction

Each person writes down four facts about him or herself, one of which is not true. Each person takes turns reading his or her list aloud, and the rest of the group writes down the one fact they think is not true. After everyone has read his or her list aloud, each person takes a turn reading his or her list, identifying the fact that is not true. Group members compare their written responses with the correct answers.

(continued below)



Lifesavers in the Lunchroom

Distribute Lifesavers in the cafeteria to start Mix It Up lunchtime conversations. Type quotes from civil rights leaders onto strips of paper or onto index cards.

Tape individually wrapped Lifesavers candies onto the paper and hand them out to students as they exit the lunch line and begin to choose seats. Have a large cut out of a Lifesaver candy in the center of each table with instructions, encouraging students to discuss their quotes with others sitting at their table. To suggest students take new seats, coordinate the color of the Lifesaver centerpiece with the Lifesaver candies, and have students sit at the table that matches their candy color.



Animal Conservation Comparing and Contrasting

Multi-Day Science/Literacy Classroom Activity; *Time: 250 minutes (multi-day suggestions below)*

Common Core Standards in Science: A4.1, F4.1, 4.3, C4.8, C6-8.4, C6-8.9, C6-8.11, F6-8.8-10, H6-8.2

Common Core Standards in ELA Literacy: RL4.7, RI4.3, 4.7, 4.9, SL4.1, SL4.4, RL5.7, RI5.3, RI5.7, RI5.9, SL5.1, SL5.3, SL5.4, RL6.7, RI6.2, RI6.7, W6.7-8, SL6.2

There are two different animal environments depicted in *Zarafa*. One of them is the African savanna. The other is a zoo from the 1800s in Paris, France. How are two environments the same and how are they different?

1. (Begin Day 1) As a class, first fill out a KWL chart (What you KNOW, what you WANT to know, and what you LEARNED) on **wildlife conservation**. You can write on your board, use chart paper, or a SMARTBoard template. Students could also write what they know on sticky notes and, as a class you could share answers for each of the categories.

Example:

KNOW	WANT TO KNOW	LEARNED

2. Next, explain to the students that they will be comparing and contrasting animal environments in order to understand about **wildlife conservation**. Animal conservation means to “save animals (species), their habitat, and their ecosystem from extinction.” Refer back to these terms and define them as needed in your classroom to help the students understand. (**Teachable moment:** Have a discussion about how just this summer the Western Black Rhino became extinct due to overhunting.)

3. Show a video on animal conservation and talk about the students’ background knowledge about wildlife conservation. Refer back to the KWL chart and add to the information that they have learned about already. Check off any of the information that they wanted to know that has now been learned through the video or discussion. (End Day 1.)

4. (Begin Day 2) Divide the class into working groups of two to three students. Give each of the students a Venn Diagram (or have them draw their own) and assign them an animal (giraffe, elephant, lion, monkey, etc.). On the board, draw an example Venn Diagram for modeling purposes. Label one side “zoo” and the other side “the wild.”

5. First, show the students a video of animals at the zoo and talk about visiting animals at the zoo. On the board, demonstrate one example of how to fill in the Venn Diagram. Maybe on the zoo side write down “bars” or “cages.” On the “the wild” side write “their own space.” In the middle, you could put “many animals living together.”



6. Explain that the students, in their groups, should try to complete their Venn Diagram of their animal to the best of their abilities. Give the students 10-15 minutes to complete the task, depending on your student's work time habits.
7. Come together as a class, after this time, and make a comprehensive list of all the differences and similarities the students came up with for the wild and the zoo. (End of Day 2.)
8. (Begin Day 3) Review **animal conservation** and the comparing and contrasting activity from the day before.
9. Ask the students to complete research on animal conservation. They should find at least one article discussing the benefits of wildlife conservation.
(http://www.ducksters.com/animals/wildlife_conservation.php)
10. On the back side of their Venn Diagram, they should come up with some ideas for helping to save the wildlife. Maybe some of these ideas were found during their research. (End of Day 3.)
11. (Begin Day 4) The students should write a speech about how their animal would benefit from wildlife conservation. They should use examples from the videos, in class discussions, or the article(s) they found. It is a group presentation. For each reason the students give, they need to have one example to support why they feel that way. **Example:** *Giraffes need to be saved, but should stay in wildlife parks because they are larger and have more space. In the video we watched, the zoo looked small and had bars. In the other video we watched, the wildlife park had no bars and plenty of room.*
12. Have the students write up their presentations in their groups. Dictate the guidelines for your specific students. Notecards are a good organizational strategy. They should have their presentations "finished" by the end of this day. (End Day 4.)
13. (Begin Day 5) Students will present their arguments about how they feel about wildlife conservation and what is best for the animals. Come together as a class at the end and complete the KWL chart. (End Day 5)

Additional Resources

www.kidsplanet.org

www.worldwildlife.org