



# Shorts 4: Family Films

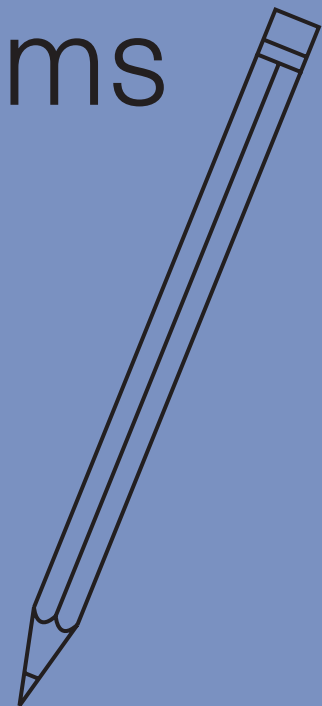
## STUDY GUIDE

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All SFFILM Education materials are developed in alignment with California educational standards for media literacy. SFFILM Education welcomes feedback and questions on all printed study materials.

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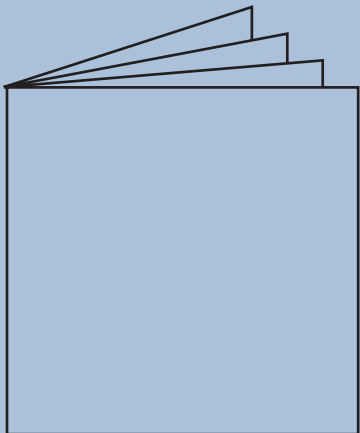
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## About the Films

Connection to ourselves and our communities are at the heart of these family films. Join us as we wonder: What makes us unique? How are we defined in our own lives and to others? Peeling back the layers of ourselves and our surroundings can let us know how things work and what is important. These family films will inspire you to look beyond the surface to find elements of love, wonder, and support in an ever changing world.

## Suggested Subjects

- **African American Studies**
- **Asian Studies**
- **Art/Media**
- **Drama/Acting**
- **English Language Arts**
- **Environmental Science**
- **Latin American Studies**
- **LGBTQ+ Studies**
- **Music**
- **Science**
- **Spanish**
- **Women/Gender Studies**

## Teaching the Films

This guide can be used as discussion points to delve into that history, and modern day reflections on personal connection. This guide is intended to flexibly support educators and families alike with creative discussion or writing prompts, and hands-on activities to share with students and kids. Please feel free to adapt and abridge the content as necessary to meet your unique learning objectives and circumstances.

Recommended for Grades K-6



# Discussion Questions

1. Which film in this series was your favorite? Why?
2. Which film in this series was your least favorite? Why?
3. Which film in this series do you think was the most challenging to make? Why?
4. The films incorporate a wide range of storytelling styles, from documentary to animation to narrative fiction.
  - Which film's style was most interesting to you?
  - What techniques did it use that set it apart from other films?
5. Which film made you want to be part of it? Why?
  - Which character would you want to be?
  - How would you change the film to end with your own ending?
6. Which film touched your heart and made you think?
  - What part made you feel connected to it?
  - Do the characters or situation remind you of anything?
7. Which character would you take out of one short and insert into another short?
  - What would they see, do, or say?
  - How would you change the film?
8. What was your least favorite film? Why? Be specific: was it too sad, too slow?
  - As a director, what would you change?
  - As an editor, what would you take out of the film?
  - As a writer, what would you write into the film to make it more likable in your opinion?
9. Which character would you want to sit next to in class? Why? What do they think they would bring in their lunchbox for lunch?
10. What words would you use to describe this series as a whole? What common themes can you find? Do you think these films were interesting to watch together? Did any seem out of place?.
11. Did you enjoy the Family Films series? What more do you want to know about these films? What questions do you have about how they were made?



# Code Rose

(Taye Cimon, Pierre Coëz, Julie Groux, Sandra Leydier, Manuarii Morel, Romain Seisson, France, 5 min)

When a migrating Flamingo encounters a safe place to land during her migration across the ocean, she quickly learns that this giant floating Jet plane Naval vessel is the perfect resting point in the sea.

1. How do the marshallers on the ship communicate to the jet pilots? Practice hand signals with your friends and see if they understand. Try to tell them to go, stop, stay and run. Then change roles and you follow their direction.
2. Who is Rose?
3. Where did she come from?
4. Why do you think the marshaller on the ship wants the birds off the ship deck? What could go wrong if they are there when the planes land?
5. What part of the movie would you change and how?
6. What magical thing happens when they are all gone?
3. How are flamingos and jet planes different? Name 3 things. How are they the same? <https://freetools.textmagic.com/venn-diagram-maker>
4. Why do flamingos stand on one foot?
  - Watch: <https://www.youtube.com/watch?v=JIoE18JYGcM>
  - Then summarize why they do in a paragraph.
5. Leg Balance Challenge: Do these activities with a friend at recess. See who can win the challenges!
  - Pop bubbles while they are in the air with your foot.
  - Balance small stuffed animals, cars, etc...
  - Play balloon volleyball with your feet.
  - Stand with 1 foot on a ball.
  - Pretend to be animals like a stork or flamingo.
  - Play hopscotch.

## Activities

1. What is a migration? How do birds fly from one country to the next without getting too tired? Watch the links and find out: [https://www.youtube.com/watch?v=Q-mMMpl\\_T80](https://www.youtube.com/watch?v=Q-mMMpl_T80) and <https://www.youtube.com/watch?v=jLzprml1I20>
2. Why are flamingos pink? <https://www.youtube.com/watch?v=nBTVo5LRU0A>
6. Create your own Paper Flamingo: Staple a paper plate in ½, and color it pink. Use paper towel tubes and tape to create a neck and head. Cover with paper and color in pink. Don't forget to draw in feathers! Use a folded piece of construction paper to create the beak. Draw in the eyes, the smile, and the eyelashes. Use sticks from outside for the legs.
7. Research and draw the life cycle of the Flamingo. Then write a creative story about a Flamingo, and write about a day in the life of that character for each phase of life!



# Dipsas Speaks

(Craig Daniel Leon, Ecuador, 6 min)

Wildlife sounds a warning message of deforestation in their fragile Ecuadorian Amazon ecosystem.

1. What sounds do you hear at the beginning? Who is speaking?
2. What is a Dipsas?
3. What does it need to survive? What does it eat?
4. Where in the world do you think this is?
5. Why are cattle replacing the trees? What is clearcutting? Why do people do this to the forest?
6. What do you know about the rainforest? What are the three levels of the forest that need to coexist to survive?
7. What is a cloud forest?
8. What kinds of animals did you see in the film's hidden camera? What are other animals that live in the Ecuador rainforest?

## Activities

1. Three fold a paper and draw the three parts of a Rainforest Canopy. Include 5 animals in each section and at least three different types of plants/trees. Name them with labels. Find a life cycle of one of the animals and draw it in a circle diagram. Label each part of the life cycle process, and write down any adaptations or special features about the animals.
2. Are there any poisonous or deadly plants in the rainforest? Are there any plants that help people as medicine? Draw one of each on a sheet of paper and label them.
3. Explore and learn more about the rainforest!
  - d. [https://www.youtube.com/watch?v=KMdD6TTDZ\\_g](https://www.youtube.com/watch?v=KMdD6TTDZ_g)
  - e. NatGeo Kids Website about Rainforest Creatures: <https://kids.nationalgeographic.com/nature/habitats/article/rain-forest>
6. Read the Website and Make a Poster about ways Kids can Help the Rainforest! Start a lunchtime club at your school and come up with ideas on how to bring awareness to this cause. <https://kidsforsavingearth.org/info/students/rainforest/>



# El Moño

(Luis Fernando Puente & Lizde Arias, USA, 9 min)

**El Moño** tells the fantasy story of a girl trying to problem solve using a fabled family trick, which ends up leading to an unwanted adventure. This film also provides opportunities to discuss safety rules and problem solving strategies for real life challenges.

1. What did you think of when you heard the sound? What do you think she is looking for?
2. Have you ever gotten ice cream from an ice cream truck? What is your favorite treat from there?
3. Who does the girl say came up with El Moño trick?
4. How do you do the El Moño trick? What are the steps?
5. Where does the girl find her sock? Where does she find her homework? Where does she find her bouncy ball?
6. What comes out of the sink faucet?
7. What road safety rules should she be following on her bike in the street? How can she be a safer rider?
8. How did her Mom feel when she was gone? Should you leave your home and not let anyone know? Why?
9. What happened when she got lost? How do you think she felt?

## Activities

**Safety Lessons are important.** Do you have your family cell numbers memorized? If not, write them down and memorize them in case you ever get separated from them and need to reach them. Impress your family and see how fast you can say them out loud!

“We recommend telling children to look for people like store clerks and police officers who are trained to help children when they are lost. If they can’t find any of those people we should tell them to look for parents with children.”

— Susan Kennedy, NCMEC

Meanwhile, parents of older children might also establish a meeting place should they get separated from one another like a large monument in the center of the park. Even when kids have cell phones, this step can be helpful because phones can get lost, broken, or have dead batteries. You should make sure your child knows to ask a police officer, firefighter, security guard, festival or park employee, or other trusted adult to help them.

- What should YOU do if you ever get lost in real life? What is the safety plan you have with your family? \*\*\*If you don’t have a plan with your adults, make one and write it down, and have all family members sign it like a real contract! Do your fanciest signature!

What do you think happened at the end of the story? Write the ending as you want to see it happen and draw an ending picture.





# Kintsugi

(Cleto Acosta-McKillop, USA, 8 min)

Embracing change and searching for ways to make things better after damage are at the heart of this film. This short film tells the tale of repairing broken things and broken feelings. Kintsugi is the art of mending things that have been harmed or broken and restoring them to even greater value because they keep them instead of throwing the pieces away. It shows the value of the object before the damage and the importance. While the tangible are sometimes easier to fix, the feelings we all share around loss and love are also possible to fix when kindness is shared.

1. Have you ever broken something? What was it and how did the person who owned the object react?
  2. What are the steps they take to repair the bowl? Why do you think they don't just throw the bowl away?
  3. How are the two stores in the story different? How are they the same?
  4. How do the two cats feel about each other? How can you tell?
  5. Why do you think White Cat wants so many sparklers?
  6. How is kindness shown after the fire? Why do you think Black Cat shared their "power"?
  7. When things fall apart, you can cry and get mad, or celebrate the flaws and missteps of life and try to fix it. Which would you do next time there is drama with your friends? How could you "repair" friendships that suffer cracks? What would you use? What words would you want to hear if you were the broken one?
1. While this can be complicated for kids to understand, it may also surprise you that these activities are easier for them to move through than adults would. The spirit of kintsugi is a practice of self-love and love and forgiveness. Accepting your cracks means being accepting and loving toward yourself.
  2. Get a small vase or coffee cup (not glass) from a thrift shop or inexpensive dollar store. Purchase paint and a paintbrush and watch the tutorial. Break the vase with a hammer and use a screwdriver to break into parts. Place the vase in a paper bag so that you make sure it is safe to strike, and also so that you collect the parts. Glue it back together and paint the seams with the paint to highlight the repaired seams. Use this vase to hold mementos or collections of things that make you feel happy and remind you that things that have been broken can have new purpose after. [https://www.youtube.com/watch?v=v20\\_YHQjX6s](https://www.youtube.com/watch?v=v20_YHQjX6s)
  3. Create [eggshell crafts](#)
  4. Easy Tiling Coaster Crafting to remind you that the broken are still valued. <https://jessicawellinginteriors.com/kintsugi-coasters/>
  5. Draw a heart on a page, and cut it out. It should be larger than your hand on the page. Then cut the heart into 4–6 pieces. On each piece, write a time when something happened that felt like it was heartbreaking. Then use tape to tape it back together on another sheet. On the tape, write the things that people said or did to help repair your heart.
    - a. What did you learn from this exercise?

## Activities

Teaching resilience is a part of growing up. These activities incorporate the ancient practice of Kintsugi, or healing through putting broken things back together and adhering them again.



# Labor of Love

(Richard O'Connor, USA, 3 min)

A multigenerational story about the way that community helps each other, in good times and in emergencies. This story is retold through the remembered stories and fond memories of a granddaughter about her highly respected midwife grandmother, who helped others through their medical emergencies when hospitals were either not around, or the segregation of the communities did not allow for people to visit them. Granny helps all with the knowledge she has learned over 70 years of experience using homeopathic and home remedy to help people bring their babies into the world and help mothers care for

1. What is a midwife?
  2. Why was her job important to the community around her? How did she help people?
  3. Why did Granny need to help the people who lived near her? Why couldn't people just go to the hospital?
  4. What dangers did Granny face when she was going to help people who were sick?
  5. Why do you think Granny helped people in the community even when she was discriminated against by the laws of segregation and racism? Would you do the same? Why or why not?
  6. How did Granny act like a nurse or a doctor? How many years of studying does it take to be a nurse or doctor today?
  7. What types of ways do you take care of yourself when you are hurt? How did you learn what to do in those situations? Who do you think Granny learned her skills from?
- Activities
1. Do you know anyone like Granny? Someone in your family or friend unit who is generous with their time and their knowledge to help other people and they do not ask for anything in return? Who is it? Write them a note and tell them how much you admire them, and why the character here reminded you of them. Tell them what they are good at, and how you feel about knowing such a kind person. Then give them the letter. It will warm their heart and don't be surprised if they cry heartfelt happy tears!
  2. There was a quilt in part of the film that showed important parts of Granny's work and life. Take a piece of paper and fold it in half lengthwise and then widthwise and open it. Use stitch marks to separate the 8 different panels. In each section, choose an important event in your life and draw it out. What things have you accomplished and what do you hope to accomplish in the future?
  3. Research Basic First Aid skills for kids. Write your own five things you learned and make a booklet to write these tips down and draw pictures illustrating your new knowledge. Take your booklet out to recess and teach three kids about it with your First Aid Booklet!
  4. Use four adjectives to describe Granny and her behaviors. Write them into the four corners of a paper, and then find pictures to represent the meanings of those words.
  5. Like the film, the eye was a central panel of one of the art segments. Find a mirror. Draw a picture of your eye. What shades and colors do you see?



# New Moon

(Jeff Le Bars, & Jérémie Balais, USA, 12 min)

This mother and child story about strength and dreams is beautifully told through the lens of memories of Jay Jay about growing up and wondering what the future holds. The characters shine as brightly as the New Moon as they allow their imaginations to lead them into daydream about all the good to come in their lives.

1. Does your home have a family song that everyone likes to dance to? Who is that artist/song and how does the song make you feel?
2. How do you know the characters are growing up from child to adult?
3. Who is telling the story?
4. How can you tell music is important to their family?
5. What are things that you learn about Mama?
6. What are Mama's hopes for Jay Jay?
7. What does Mama say the New Moon brings?
8. How does Mama bless her pocketbook?
9. How does music make you feel when you are having big feelings? What are the songs that make you feel hyped up? What are the songs you like to hear when you are low?

## Activities

1. **Lunar cycle phases for the month.** Research the next week's moon cycle online. Draw it out in a sequence, and see if you can confirm the Moon phase at night to match your drawing.
2. What things do you think of when you want good luck? Make a list of things/achievements that you want in your life and create a collage from magazine/printed images on a poster and glue them down. Then write things you can do to help yourself achieve those dreams on the back and try to think of people you know who can help you achieve them.
3. Make a set of Wish Flags you can hang in your garden, or anywhere! <https://artfulparent.com/making-garden-wish-flags/> When you see them, remind yourself to be hopeful and hard working!
4. Create your own Good Luck Charm Wish Stone <https://happyhooligans.ca/good-luck-stones-kids-afraid-anxious/>
5. Create a Handprint Art Project that you can write your dreams on! <https://kinderart.com/art-lessons/multic/khamsa-hand-prints/>



# Pete

(Bret Parker, USA, 7 min)

What is it that makes a person feel seen? How do we treat others when we are presented with ideas that we don't imagine for them in our own minds? Pete is a beautiful story about seeing how others are treated, and watching how those feelings create love and trust and lightness, and also how words and perceptions can harm others. Watch as Pete rallies from the kindness and growth of experiences, and how her family and friends create moments of support by being allies and speaking up. The characters learn to love each other through the unkindness that ignorance can bring, and learn that the best representation of a person is always the truest one they present to you and want you to know and see.

1. What is a nickname?
2. What is your preferred name for your friends to call you friends? How would it feel if they always called you by a name that felt weird?
3. What do you notice about Pete?
4. What are the things that you like about yourself? What are the ways you like to express yourself (hair, clothes, music, art, movement)
5. How does Mom help Pete?
6. How does Pete learn what to do from the teammates?
7. How do Pete's teammates make Pete feel on the team? How can you tell?
8. How do the parents feel about Pete being on the team? Why? Do you think this was fair? Was it kind? Was it necessary?
9. How do clothes help a person feel about themselves? How can the wrong clothes make you feel?

## Activities

1. Design the perfect outfit for you. Draw it out, or create it digitally. Describe why wearing the right things helps your self esteem and how wearing the wrong things makes you feel?
2. Silhouette Self Portraits
  - a. Silhouettes are a fun and distinctive way to capture one aspect of your appearance. Turning the silhouette into a self portrait collage takes the idea to another level. There are a couple of ways to make the outline for a silhouette. You can take a side shot of your child and use a photo editor to trace an outline. You can print the photo, trace the outline and cut it out to use as a template. Alternatively, you can use a flashlight in a darkened room to make a shadow on a piece of paper taped to the wall and then trace it. (credit to [Silhouette Art](#))
  2. Thumbprint Word Collage
    - a. Artist [Cheryl Sorg](#) creates unique, personalized art pieces using her subject's thumbprints. Making them larger than life, she fills the lines with images, text, and colors that represent people's passions and personalities. Use pencil lead to rub all over your fingerprint, then press it onto a sticky side of clear tape. Then enlarge it on a printer or scanner to cover an entire sheet of paper. Find snippets of images and text online to fill the lines, or encourage kids to fill them in with their own thoughts, ideas, pictures or even poetry. (credit to [Thumbprint Word Collage](#))



# Swing to the Moon

(Marie Bordessoule, Chloé Lauzu, Adriana Bouissié, Vincent Levrero, Nadine De Boer, Solenne Moreau and Elisa Drique, France, 6 min)

Living in the forest, a spider will do anything to reach her lunar dream.

1. Why do you think it was named “Swing” to the Moon instead of fly to the Moon?
2. Is the main character cute? Why or Why not? What did the animation artists do to help make the character more appealing and not scary?
3. Why do you think the spider wanted to lasso to the moon?
4. Would you be brave enough to lasso a firefly and try to fly into space?
5. What are the dangers that the spider encounters?
6. What is the problem for the spider? Does the spider come up with a solution to the problem?
7. Were you surprised when the spider started to float? What has happened?

## Activities

1. Research Fireflies. What is it that makes them glow? Draw their life cycle and use a yellow highlighter to accent the picture.
2. Research: What are spider webs made out of? How is it created? How strong is the silk?
3. Create your own cute spider out of pipe cleaners and a paper ball. Put some google eyes on it and color in the body.
4. Write an adventure story for it that has a beginning/ middle/ending. What is the conflict or problem your spider is trying to solve? What happens at the end?
5. Research Peacock Spiders. Find out 5 facts about them, and draw a picture of one.
6. Moon surface research. Draw a sketch of the moon with the surface craters. Use shading charcoal to blend the edges and soft shadows of the picture.
7. Look up gravitational force, and watch a video of people experiencing it when they are in a jet plane. What happens to their bodies and skin? Did you notice the same thing in Spider during the film?



# The Wind and the Trees

(Todd Stewart, Canada, 9 min)

Deep in the boreal forest, a mature pine tree and a seedling begin a conversation. As the years pass, they observe the ever-present wind and the many ways it affects them. A quiet story about the circle of life.

1. What do the wind and the trees have in common?
2. What does the big tree know that the little tree is learning?
3. What parts of the wind help the trees? What part hurts the trees sometimes?
4. What do you notice about the younger tree as the movie plays? How does it change?
5. Toward the end of the film, how has Big Tree changed?
6. What kinds of animals did you see in the film? How do they interact with the trees? What do they need the trees for?
  - a. Collect leaves from outside (around 5–7 leaves) and lay them flat between two sheets of paper. Use the crayons to color the parts of the paper different colors, and see how the paper shows darker on the outline of the leaf template.
  - c. Now use a sharpie marker and write a 5 line poem about your trees.
5. Research seeds from trees, and find the way that seeds are spread
  - a. [Seed Dispersal Video](#) & [How Do Trees Grow](#)
  - b. Now make your OWN crazy seed! Gather some craft supplies, pipe cleaners, google eyes, feathers, sticks, felt, colored paper, and make your own unique seed. Then, write a paragraph explaining about your seed and what kind of tree it grows into, and if your tree has any special powers or unique things growing on it!

## Activities

1. Research and Draw a Life cycle of a tree. Include the seed phase first. Use this template. <https://rockyourhomeschool.net/tree-life-cycle/>
2. Use the template to print out and label the parts of a tree. <https://rockyourhomeschool.net/tree-life-cycle/>
3. What kinds of trees do you have in your playground or on your school campus? Make an inventory of the kinds of trees, and then make a chart about all of them!
4. Leaf Shading with Crayons.
  - a. Materials needed: Blank paper, leaves, crayons

6. Trees and Animals depend on each other. You can make a Pinecone Bird Feeder for your yard!
- a. From the website ( <https://www.countryhillcottage.com/diy-pinecone-bird-feeder/> ): This bird feeder recipe is easy to make with simple materials, and we love watching our backyard birds come by for a snack. Making bird food is also a fun craft project for kids! It's a great way to teach them about nature and introduce them to wild birds. Pinecone bird feeders are a type of bird feeder where large pine cones are covered in bird seeds. Fat or nut butter acts as a glue to adhere the seeds to the cone. The pinecone is hung outside, and birds pick the seeds from the scales and enjoy a hearty meal in your garden.
  - Pinecones: You need large, open pinecones with flared-out scales. Larger pine cones can hold more food and allow more space for birds to cling to. If you live in an area with pine trees, collect them in the wild. Pinecones are also available online or at the dollar store.
  - Natural peanut butter helps to stick the bird seeds to the cones. I prefer smooth peanut butter, but chunky will also work. In case of peanut allergy, use sunflower seed butter, soy butter, Crisco, or suet.
  - Birdseeds: Choose seeds for the birds that are already visiting your yard. You can also add pieces of nuts and chopped-up dried fruit like cranberries or raisins.
  - String or twine for hanging the DIY pinecone bird feeder. Avoid very thin threads (dental floss, fishing line) as they can become a tangle hazard for birds.

### Tools

- Small bowls for the peanut butter and bird seeds.
- Popsicle sticks or butter knives to apply the peanut butter.
- Tray or cookie sheet lined with parchment paper (baking paper) to dry the pine cones.
- Paper towels or paper plates (optional) to protect your work surface.
- Scissors for cutting the string/twine.

### Step 1: Clean pinecones

- Foraged pinecones: Gently shake your pinecones to remove dirt and pine needles and remove and lose scales.
- Store-bought pinecones: Rinse them under warm, running water to remove any chemicals the cone may have been treated with. Let dry.

### Step 2: Add string

- Cut a piece of string or twine to 8 in to 10 in / 20 cm to 25 cm long.
- Slip a knot around the top of your pinecone and tighten it securely in place.
- Tie a loop for hanging the DIY bird feeder or leave the string open to tie to a branch later.

### Step 3: Apply peanut butter

- Add a dollop of peanut butter into a small bowl or dish.
- Using a popsicle stick or butter knife and working on a paper towel or paper plate, carefully spread peanut butter onto your pinecone.
- You can either coat the entire cone or just cover the top and bottom of each scale. Be sure to press the peanut butter between the scales and fill in large gaps. The more peanut butter you apply, the more seeds you can add.

### Step 4: Coat in bird seeds

- Once the cone is coated with nut butter, dip the pine cone cone in a bowl or shallow dish of bird seeds.
- Roll and press the sides until the peanut butter is fully covered with seeds. Press larger seeds, nuts, and fruit pieces into the peanut butter to stick.

### Step 5: Hang bird feeder

- Hang the pinecone bird feeder in a cool, shaded location safe from predators. Tie the string to branches in trees or bushes.

### Tips and tricks

- Work on paper towels or paper plates to reduce the mess. Coating the pine cones with peanut butter can get messy, especially when you're working with young children. Working on paper towels helps to catch dripping peanut butter and stray bird seeds.
- Adjust how much peanut butter you add. You can slather the whole pinecone in peanut butter to have seeds all over. But if you want the pinecone to be visible (like the ones you see in the photos), apply the nut butter just to the scales.
- Soften the peanut butter in the microwave for a few seconds if it's too thick to spread.
- Shred sunflower seeds in a food processor to make them smaller. Sunflower seeds are one of the best bird foods, but they can be too large to adhere to the pinecones. Chopped seeds stick better on the peanut butter.
- Make it social. Creating a pinecone peanut butter bird feeder is a great craft to make with a group of people. It's an excellent classroom activity for kids of all ages and can also be done with seniors. If making it with a crowd, be sure you have enough pinecones and supplies for everyone.
- Family Tree - Interview your family members and make a list of who is the oldest in your family down to the youngest. Find out all about YOUR family tree! Draw a tree with branches that are not colored in, and then add your family names on the branches and enjoy!



## With a Wool Ball

(Belén Ricardes, Argentina, 5 min)

**With a Wool Ball** sings the story of how a weaving artist celebrates the seasons and the resources in her environment. Her clever and lively songs tell of how she takes care of the animals and herself, and the wool she uses from them creates warmth and kindness for all the creatures.

1. What is wool? What animals make wool that can be turned into fabric? Do you see any of these animals in the film?
2. What season is the setting of the film? How do you know? What types of clues are there in the film? Name 3.
3. What wintertime songs do you know? Do they mention the weather? If yes, which ones? Do you think this is a wintertime song? Why or why not?
4. Who are the main characters in the film? What kinds of animals are in the film?
5. Who lives with the woman and keeps her company in her cabin? Do you have pets, and do they also keep you company at home? If you don't have pets, which would you LIKE to have in the future?

### Activities

1. Watch a stop motion animation tutorial online and write a small part of the movie that could be included. What would you add to the movie?
2. Research how animals grow wool and how people collect it to use for fabric. Create a step by step comic book page explaining the process.
3. The song in the film seems like a song that could be used for hand patty cake hand clapping games or jump rope. What patty cake routine would you make up with this song for hand clapping games? Write down the steps and the routine that you think would fit the song. Practice with a friend.
4. What type of jumping routine would you create for using this song in jump rope? Write down the routine and steps, and practice with a friend.





# What is Animation?

Animation is a process used to create motion pictures through the combination of still images (e.g., digital graphics, photographs of drawings, photographs of objects, etc.) which, when played in sequence, create the illusion of movement. All television cartoons, for example, are animations, and are made up of thousands of still images (drawn by hand or on a computer) that are played sequentially, along with a soundtrack, to tell a story.

## TYPES OF ANIMATION

- Classic animation  
(e.g., Disney's **The Lion King**, most TV cartoons)
- Rotoscope  
(e.g., **Star Wars** lightsabers)
- Flip books
- 3D animation  
(e.g., Pixar's **Toy Story**, **Wall-E**, **Up**)
- Stereoscopic 3D  
(e.g., **Avatar**)
- Cut-out / Silhouette animation  
(e.g., **South Park**)
- Claymation  
(e.g., Nick Park's **Wallace and Gromit**)
- Puppet animation  
(e.g., Tim Burton's **The Nightmare Before Christmas**, **Coraline**)

# History of Animation

The world's most famous animator, Walt Disney, began making short animated cartoons based on children's stories in 1923. In 1928 he introduced Mickey Mouse in the first animated sound cartoon, **Steamboat Willie**, which became an immediate sensation. Throughout the next decade, Disney would add such elements as carefully synchronized music (**The Skeleton Dance**, 1929), Technicolor (**Flowers and Trees**, 1932), and the illusion of depth with his multi-plane camera (**The Old Mill**, 1937), a device that allowed for animated cells to be photographed against a three-dimensional background. Although not the first animated feature, **Disney's Snow White and the Seven Dwarfs** (1937) was the first to use up-to-the-minute techniques and the first to receive widespread release. The film's success can be attributed in part to Disney's willingness to use animation to create a profound dramatic experience. He strove for photographic realism in films such as **Pinocchio** (1940), **Dumbo** (1941) and **Bambi** (1942). The success of television cartoons led to the virtual disappearance of animated shorts produced for theatrical release. Animated featurelength films, however, flourished, especially after the release of Disney's **The Little Mermaid** (1989), regarded by many as the studio's best animated feature in decades. Other Disney blockbusters followed, including **Beauty and the Beast** (1991), **Aladdin** (1992), **The Lion King** (1994) and **Lilo & Stitch** (2002). The development of computer animation was another great advancement in the form and resulted in feature films of astounding visual sumptuousness. In 1995, **Toy Story** was the first film to use only computer generated imagery (CGI). In 2001 the Academy of Motion Picture Arts and Sciences added a new Academy Award for Best Animated Feature Film. The first recipient of the award was **Shrek** (2001).



# Media Literacy Resources: Screening with Meaning

We live in a world where technology mediates a large portion of human interaction and the exchange of information. Every projected image, every word published on a page or a website, and every sound from a speaker reaches its audience through the language of the medium. The ability to parse the vast array of media messages is an essential skill for young people, particularly in a mainstream commercial culture that targets youth as a vulnerable, impressionable segment of the American marketplace. Many students already have a keen understanding of the languages different media use and the techniques they employ to inspire particular emotions or reactions, but they often lack the skill or awareness to fully deconstruct the messages they continuously receive. Analysis of a media message, or any piece of mass media content, can best be accomplished by first identifying its principal characteristics:

1. **Medium:** the physical means by which it is contained and/or delivered
2. **Author:** the person(s) responsible for its creation and dissemination
3. **Content:** the information, emotions, values or ideas it conveys
4. **Audience:** the target audience to whom it is delivered
5. **Purpose:** the objectives of its authors and the effects of its dissemination.

Students who can readily identify these five core characteristics will be equipped to understand the incentives at work behind media messages, as well as their potential consequences. Media literacy education empowers students to become responsible consumers, active citizens and critical thinkers.

## MEDIA LITERACY STANDARDS

### MEDIUM

#### All Media Is Constructed.

- What is the message, how is it delivered and in what format?
- What technologies are used to present the message?
- What visual and auditory elements comprise the media content?
- What expectations do you bring to the content, given its medium and format?

### AUTHOR

#### All Media Is Constructed by Someone.

- Who is delivering the message?
- Who originally constructed the message?
- What expectations do you have of the content, given its author(s)?

### CONTENT

#### Media Is A Language For Information.

- What is the subject of the media message?
- What information, values, emotions or ideas are conveyed by the media content?
- What tools does the author employ to engage the viewer and evoke a response?
- To what extent did the content meet your expectations, given the format/author?

### AUDIENCE

#### All Media Messages Reach an Audience.

- Who receives the message?
- For whom is the message intended?
- What is the public reaction to the media content and/or its message?
- What is your reaction to the media content and/or its message?
- How might others perceive this message differently? Why?

### PURPOSE

#### All Media Messages Are Constructed for a Reason.

- Why was the message constructed?
- Who benefits from dissemination of the message? How?
- To what extent does the message achieve its purpose?
- What effect does the message have on the audience it reaches, if any?



# California Media Literacy Standards

CCSS.ELA-LITERACY.RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

## 3rd Grade Standards

### COMPREHENSION AND COLLABORATION:

CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.3.2.A

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

## 4th Grade Standards

CCSS.ELA-LITERACY.W.3.2.B

Develop the topic with facts, definitions, and details.

CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.3.3.A

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.4.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.