

TEACHER'S GUIDE

 MediaRights

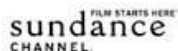


FOURTH ANNUAL MEDIA THAT MATTERS FILM FESTIVAL



"These filmmakers go against the odds.
Media That Matters, matters to me."
Chuck D, Rapper and Activist


NATIONAL FILM NETWORK


FILM STARTS HERE
CHANNEL



A Project of Arts Engine, Inc.

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USING THIS GUIDE

This guide is most appropriate for students in grades 7 through 12.

The Festival DVD includes all sixteen shorts. We encourage you to watch all of the films and to curate a screening that best complements your curriculum. The films can also be viewed on the Festival Web site (see right).

This guide includes suggested screening line-ups, discussion questions for all of the films and hands-on activities. Feel free to pick and choose from these materials to create a lesson plan that best suits your students' interests and your curriculum goals.

This guide is a resource for exploring the many social issues addressed by the Festival films. Use this tool to teach media literacy. The questions and activities included encourage students to deconstruct both the content and *form* of the films and offer them an opportunity to create their own media.

Finally, the guide is intended as a catalyst for action. We hope that your students will be inspired to think critically and work towards social change.

Good luck and thank you for helping us to celebrate Media that Matters!

INTRODUCTION

Corporate accountability, AIDS, youth activism, civil liberties – MediaRights' fourth annual Media That Matters Film Festival tackles these topics and more. Jury-selected and produced by independent and youth filmmakers from around the country, the Festival's sixteen shorts stream online, tour the country through community screenings, hit the airwaves on cable and satellite



I Promise Africa

television stations and are distributed as a DVD compilation. The goal of our festival is to showcase powerful films that bring important social, political and environmental topics to the forefront. MediaRights encourages the use of these films as a springboard for discussion and more importantly, for action.

FESTIVAL WEB SITE

MEDIA THAT MATTERS | 4
FOURTH ANNUAL FILM FESTIVAL

MediaRights

HOME | ABOUT | NEWS | SCREENINGS | DVD | APPLY

MEDIA | ACTION

Dedicated to My Family
[Advocate for the homeless](#) through the National Coalition for the Homeless.
[Support homeless teens](#) by donating to Stand Up For Kids.
[Are you a teen in need of support?](#) Call Teen Line.
Care about this issue? [Register to vote](#) through X the Box and get your voice heard!

Family and Society Award

Dedicated to My Family (3:51 min)
Living in a teen shelter, Nicole has learned that family is where the heart is. [\[more\]](#)

Who owns the media?

Real Player Dial-up connection Fast connection
QuickTime Dial-up connection Fast connection

All sixteen films stream in their entirety.

Visit the news section for updates on activist campaigns.

Learn more and take action on the issues.

Read about the filmmakers and what inspired them to make their films.

Visit the Festival Web site at www.mediathatmattersfest.org. All of the Festival films stream online alongside Take Action Links enabling students to learn more, and join campaigns for social change. The site also includes stories behind the films and the latest news on activist struggles. The Downloads section includes additional materials.

FILM DESCRIPTIONS

I Promise Africa, 2:40 min.

Jerry Henry

The voices of a group of young Kenyans are silenced by AIDS.

iThemba, 5:19 min.

Keefe Murren, Nelson Walker III, Lynn True

The Sinikithemba Choir turns stage into soapbox, singing for the 5 million HIV+ South Africans.

Seeds of Hope: South Africa, 6:12 min.

Sarah Hesterman, Gotham Pictures, W.K. Kellogg Foundation
Women in South Africa sustain themselves and their children.

The Meatrix, 3:47 min.

Louis Fox, Free Range Graphics, Global Resource Action Center for the Environment

Leo the pig takes the red pill and discovers the truth about factory farming.

Laugh at the Fat Kid, 7:57 min.

Kristina Schoentag

A young boy caught in a cycle of ridicule and overeating - "what's wrong with this picture?"

Lean on Me, 1:46 min.

Harold Clinton, The Center for Reflective Community Practice at MIT, Creative Narrations

When the mayor's office says "no," a group of kids find their own space to play basketball safely.

Books Not Bars, 3:44 min.

Produced by Mark Landsman for WITNESS

Teens demand that education, not incarceration, be the government's priority now and in the future.

The Children of Birmingham, 6:17 min.

Rebecca Yenawine, Kids on the Hill
This youth-produced animation celebrates the vital role children played in the civil rights struggle.

Day of Remembrance, 8:00 min.

Cynthia Fujikawa

Sixty years have passed between Pearl Harbor and September 11th, but have things really changed for Americans with the face of the "enemy?"

Dedicated to My Family, 3:51 min.

Nicole Sobottke, Reel Grrls at 911 Media Arts Center
Living in a teen shelter, Nicole has learned that family is where the heart is.

Struggling to Survive, 7:37 min.

Dana Hall, Ashley Potter, Mary Proffitt, Appalshop's Appalachian Media Institute

Teenagers in eastern Kentucky turn their cameras on the living wage crisis in their community.

The Sixth Section, 8:10 min.

Alex Rivera, Produced in association with P.O.V./ American Documentary
In upstate New York a group of immigrants give back to their hometown of Boqueron, Mexico.

Novela, Novela, 7:20 min.

Elizabeth Miller
Nicaraguan activists produce a homegrown soap opera about safe sex and domestic abuse.

Bush for Peace, 1:56 min.

Sarah Christman, Jen Simmons
It's Dubya as you've never heard him before in this re-mix of U.S. foreign policy.

Spring in Awe, 4:00 min.

Martina Radwan, Moira Demos
The lights of Times Square put a spell on us all in this mesmerizing experimental short.

POPaganda: The Art & Subversion of Ron English, 8:24 min.

Pedro Carvajal
Ron English's billboards force the man on the street to look twice...or maybe three times.

ISSUE GUIDE

You may decide to organize your screening around a particular issue...

AIDS: *I Promise Africa, iThemba*

FOOD POLITICS: *The Meatrix, Seeds of Hope: South Africa, Laugh at the Fat Kid*

YOUTH: *Lean on Me, Books Not Bars, The Children of Birmingham, Dedicated to My Family*

ECONOMIC JUSTICE: *Struggling to Survive, The Sixth Section, Books Not Bars*

WAR AND PEACE: *Day of Remembrance, Bush for Peace, Spring in Awe*

MEDIA ACTIVISM: *POPaganda: The Art and Subversion of Ron English, Novela, Novela*

SCREENING TIPS



Struggling to Survive screens in Youngstown, OH

- Test the TV and DVD player and familiarize yourself with the DVD navigation, especially if you are going to only show a few films.

- Invite local activists or nonprofits that can further educate your students and show them how to take action on the issues addressed by the films.

- You may want to work with other teachers at your school to make the screening a larger event for multiple grades or even for the whole school. You may also want to partner with your local community center or with another school.

DISCUSSION QUESTIONS PART I

The following questions are intended to help you discuss the films with your students. For each film, #1 is a feeling question, #2 is a research/knowledge question, #3 is a community action question and #4 is a media literacy question. Quick Facts are provided to help you offer more information to your students.

I Promise Africa

1. What does this film make you think about the AIDS epidemic in Africa? Does it change any previous ideas that you had?
2. What do you know about what is being done to assist the growing epidemic?
3. What can you do in your own community to assist people living with AIDS?
4. The filmmaker chose not to have any spoken dialogue throughout the entire film. Why do you think he chose to do this?

Quick Fact: More than 17 million Africans have died from AIDS and another 30 million are infected with the HIV virus, approximately 1.5 million of whom are children. (Source: Debt AIDS Trade Africa (DATA))

iThemba

1. What do you think about the fact that there are treatments available for HIV/AIDS, but they are not available to all those in need?
2. What do Human Rights mean to you? What makes AIDS a "Human Rights issue" as Zinhe states in the film?
3. If you were in charge of distributing HIV/AIDS treatments what would you do differently and why?
4. The film was created over a period of time (not just in one day). How does this contribute to the story?

Quick Fact: The World Health Organization wants to get lifesaving drugs to 3 million people in poor countries by 2005. Right now in Africa 4.1 million people could benefit from these drugs, but only 50,000 are receiving them. (Source: Debt AIDS Trade Africa (DATA))

Seeds of Hope: South Africa

1. Why do you think that poverty and malnutrition are a problem in the world?
2. What does Sustainable Agriculture mean? Why is it important?
3. What can you do in your own community to exercise the benefits of sustainable agriculture?
4. *Seeds of Hope* was made by an American filmmaker. How would the film be different if it was made by somebody from South Africa?

Quick Fact: It is estimated that nearly 800 million people go hungry each day. Malnutrition and related illnesses kill as many as 12 million children per year. (Source: Alternet)

The Matrix

1. How does this film make you feel about the food you eat?
2. Do you think that it makes sense for large companies to dominate the agricultural industry? How could the system be different?
3. What can you do in your community to make sure the food you're eating is healthy and safe?
4. Have you seen *The Matrix*? Why do you think the storyline from that film was used to demonstrate the effects of factory farming?

Quick Fact: Sustainable Agriculture attempts to ensure the profitability of farms while also preserving the environment. (Source: Dictionary.com)

DISCUSSION QUESTIONS PART II

Laugh at the Fat Kid

1. How does it make you feel to be bullied or to be a bully? Why do kids make fun of each other?
2. How did the boy's ordeals interact with his eating habits? How did the boy use food to cope with the things that were going on in his life?
3. What can kids and teachers do to prevent the cycle of taunting and bullying that is seen in *Laugh at the Fat Kid*?
4. What are the elements of the soundtrack to *Laugh at the Fat Kid*? How does the sound affect the way the story is told?

Quick Fact: Almost 30 percent of teens in the United States (or over 5.7 million) are estimated to be involved in bullying as either a bully, a target of bullying or both. (Source: National Youth Violence Prevention Resource Center)

Lean on Me

1. Did this story inspire you? What were the key issues in the story that affected you?
2. In Harold's story, local government did not take the children's request seriously. Have you ever had an experience where you felt that you weren't heard because of your age? How did that make you feel?
3. Have you noticed anything in your community that you would want to improve? What would it take to make this happen?
4. *Lean on Me* was made by a 13-year-old using photos and very basic editing software. If you made a digital story, what would it be about?

Quick Fact: In New York City's South Bronx neighborhood, youth activists secured over \$31 million for the clean-up, restoration, and development of park lands along a polluted stretch of the Bronx River. (Source: What Kids Can Do)

Books Not Bars

1. How did this film make you feel about the prison system in the U.S.?
2. What do you think about the fact that prisons are being built to create jobs? What are the alternatives?
3. The *Books Not Bars* movement is made up of young people who want to change the system. Do you feel like you have power to change things? What would you want to change?
4. *Books Not Bars* is an example of a film that documents an activist campaign. What is the value of making media about social movements for change?

Quick Fact: It costs the government \$9,000 a year for a young person to go to school. It costs \$32,000 a year to put a youth in prison. (Books Not Bars)

Quick Fact: One-third of the African-American male population is either in jail or on parole. (Source: Reentry National Media Outreach Campaign)

The Children of Birmingham

1. How does this film demonstrate the power of young people?
2. What are other historical struggles in which young people played an active part? How could you find out?
3. Do you think that there is still systemic racism in the United States? If so, what can you do to end it and other forms of oppression?
4. *The Children of Birmingham* was made by a group of sixth graders in Baltimore, MD. How do you think the age and experiences of the filmmakers impacted the film?

Quick Fact: In a recent survey, 59% of those polled believe that we are "not too close or not close at all" to eliminating discrimination against racial minorities in America. (Source: National Association for the Advancement of Colored People)

DISCUSSION QUESTIONS PART III

Day of Remembrance

1. How did Nadin's story make you feel about people being held in detention? What do you think it is like to be "an American with the face of the enemy."
2. Did you know that Japanese American's were interned in the U.S. during World War II? What does this make you think about justice in this country?
3. What are the parallels between the experiences of Japanese Americans after Pearl Harbor, and the current experiences Arab Americans after September 11th?
4. Why are certain stories heard and others such as Nadin's usually unheard? What does this say about mainstream media?

Quick Fact: During World War II the U.S. government forced more than 120,000 Japanese-Americans to leave their homes. (Source: Wikipedia)

Quick Fact: After September 11, more than 5,000 people, mainly non-U.S. nationals of South Asian or Middle Eastern origin, were taken into custody by the U.S. Justice Department and held indefinitely on grounds of "national security." (Source: *Persons of Interest*)

Dedicated to My Family

1. What does family mean to you? Does Nicole's understanding of family make you think differently about the idea of a family?
2. How does Nicole's story compare to your previous understanding of teen homelessness? Why is it important to hear stories like Nicole's?
3. Do you think there are teens in your community in a similar situation? How can you help them?
4. Nicole uses her personal experiences to tell her own story. How does this affect the film and how you relate to it?

Quick Fact: In the U.S. there are 3-4 million people who are homeless. 26% are under the age of 18 (Source: *Understanding the Needs of Homeless Families*, Kevin J. Swick).

Quick Fact: Salome Chasnoff on young women who make media: "Personal confidence, self-esteem, and their social consciousness gets developed. They begin to see the connections... they see how they can impact the larger society through their community voice and personal experience." (Source: Open Society Institute)

Struggling to Survive

1. Do you, or someone that you know, have a minimum wage job? Do you feel like you are paid enough for your work?
2. Before watching this film did you know that there is a difference between the *minimum* wage and a *living* wage? After seeing this film, why do you think there is such a discrepancy between the two?
3. Do you know the status of living wages in your community? How can you find out and what can you do to fight for a higher wage?
4. *Struggling to Survive* was made by teenagers in Eastern Kentucky. What do you think is the importance of youth-produced media?

Quick Fact: The value of the minimum wage, in real dollars, peaked in the late 1960s. That means that workers today who earn minimum wage have less buying power than in years before. (Source: Economic Policy Institute)

The Sixth Section

1. If you moved to a more prosperous city, would you want to raise money for something to send back to your community or school? What would it be?
2. Do you think that there should be changes made to current immigration policies in the U.S.? How can you learn more about the current rules?
3. Are there any immigrant populations living and working in your community? What are their struggles and how can you help them?
4. In what ways does *The Sixth Section* use computer graphics? How does this imaging affect your sense of time and geography while watching the film?

Quick Fact: Approximately 20 million Mexicans and U.S. citizens of Mexican descent live in the United States. They are by far the single largest group of Latinos here, with a vast cultural influence throughout the country. (Source: National Association of Hispanic Journalists)

DISCUSSION QUESTIONS PART IV

Novela, Novela

1. Do you think that Domestic Violence is a problem in America?
2. What does Women's Rights mean to you? What does this film have to say about the international status of Women's Rights?
3. Are there any issues that particularly affect women and girls in your community? In your school? What are they and what can you do to get involved?
4. *Novela, Novela* shows that popular media can be used to educate and improve people's lives. Can you think of any shows in the U.S. that have a similar positive effect on television viewers?

Quick Fact: At least one out of every three women has been beaten, coerced into sex, or otherwise abused in her lifetime. Usually, the abuser is a member of her own family or someone known to her." (Source: Amnesty International)

Bush for Peace

1. How did this film make you feel about war and peace and the role of the President?
2. What are the differences between the United States' real life foreign policy decisions and the speech presented in *Bush for Peace*?
3. How do you feel about the war in Iraq? Is there anything you wish the United States would do differently?
4. *Bush for Peace* was made by reediting an actual speech made by President George W. Bush on the eve of war. What do you think about the way the film was made? What do you think the filmmakers were trying to say?

Quick Fact: For what the US will spend on Missile Defense in one year we could: provide healthcare for over 3.5 million children OR create over 100,000 units of affordable housing OR hire over 160,000 elementary school teachers (Source: National Priorities Project)

Spring in Awe

1. What do you think this film is trying to say about war and the media? Why do you think the filmmakers used the song "I Put a Spell on You" in the film?
2. The film addresses the ways in which messages are delivered to the public. What is "the media" and how does news reach the public?
3. Are there any independent or alternative sources of news in your community? What are they and how can you access them?
4. *Spring in Awe* is an experimental film - it doesn't tell a story in a conventional way like a documentary or narrative. How does this stylistic choice affect the impact of the film?

Quick Fact: 80% of Americans get their news exclusively from broadcast media (radio and television) (Source: Adbusters)

POPaganda: The Art & Subversion of Ron English

1. What role does advertising play in the decisions that you make? Why do you think that Ron English chose the medium of billboards to display his art?
2. What do you think Ron meant in the film when he said, "Corporations don't deserve free speech, people do."?
3. Make your own version of a popular print ad and change the message. How could you use such an ad to make change in your community?
4. In *POPaganda*, how is humor used to convey social and political messages?

Quick Fact: The Average American sees 400 to 600 ads per day - that's 40 to 50 million by the time they've turned 60. (Source: Free Press)

1. If you could screen one of the films in front of everyone in your community, which one would you show and why? What impact would you want the film to have?
2. A number of the films in the Festival were made by young people: *Lean on Me*, *Dedicated to My Family*, *The Children of Birmingham*, *Struggling to Survive*. Are these films different from the other films in the Festival? If so, how? What do you think about the idea of teenagers and even younger kids making movies? Is this important - why or why not?
3. What is the impact of telling a story through a film? How is watching a movie about a social issue different than reading an article about the topic?
4. How are the films in this Festival different than most movies made in Hollywood?
5. How are documentaries different than the news? Can a documentary have a message or express a particular opinion? Why or why not? Do the films in the Festival have specific agendas?
6. Why do you think people make movies? How do you think a filmmaker's personality and experiences affect their work?
7. If you could make a film about any issue, what would you choose and why? Using the films that you watched as examples, what style would you choose - personal like *Dedicated to My Family* or third person like *Seeds of Hope*, experimental like *Spring in Awe* or satire like *The Matrix*?

Your students may also be interested in MediaRights' Youth Media Distribution initiative, YMDi.org. Created for youth media producers and their teachers, YMDi.org features a database of youth produced media, and a free online Youth Media Distribution Toolkit, covering everything from copyright law to organizing a screening.

Once logged in, young film, video, digital story and radio producers can promote their work by listing their media on the site. Young people can also enter contests, apply for grants and internships, or promote their own events and news.

YMDi.org also features a section especially for youth media instructors developed in partnership with Project Look Sharp. The Instructor's Toolkit is a step-by-step guide to educating young media producers about outreach, distribution, copyright law and audience development complete with downloadable lesson plans and worksheets.

www.ymdi.org



MediaRights considers media policy a vital and pressing issue that affects those who make media as well as those who watch it. In the hopes of bridging the gap between media makers and media reformers and to raise awareness about pressing media policy issues, we introduced a new initiative to honor individuals on the frontline of the media policy debate.

With the support of the Ford Foundation and the Open Society Institute, the Just Media Project debuted as part of MediaRights' fourth annual Media That Matters Film Festival. Partners of the project include the Independent Television Service and the Center for Social Media.

At the Festival Awards Ceremony on May 19th, 2004 we honored two individuals who have dedicated themselves to defending independent media with the Just Media Lifetime Achievement Award and the Just Media Emerging Leader Award.

Read about the winners, watch streaming films on media ownership and news coverage, and take action for media democracy today!

www.mediarights.org/justmedia



ACTIVITIES

Film Time Capsule

After screening two or more films from the festival, divide the students into small groups of four or fewer.

Pose the following question to the class:

You have the opportunity to create a time capsule. It will be sealed tight and buried underground, where aliens will discover it in five million years. In it there will be only one film that you watched today.

1. Which film would you choose and why?
2. Which one best represents our society and would show the aliens what it was like to be human in the 21st century? Consider the style, message and point of view.

In small groups, the students should discuss this question and come up with an answer. Each group should pick a representative to present their answer and reasons to the class.

After each group has shared their choice, you may continue the discussion with these follow up questions:

1. Why is it important to tell stories about people and their experiences and struggles?
2. What is unique about film as a medium for telling these stories? What can a film do that a book can't?

Does everyone have access to films? How do films and other media reach people and what factors affect distribution?

Brainstorm a Short

This activity is a creative exercise that calls upon the students to come up with an idea for a short film for their community.

Begin by screening two or more films from the festival. We recommend screening a group of films that vary in style and content.

Choose one of the films and pose the following questions:

1. Who do you think is the target audience for this film? Try to be specific.
2. What impact do you think the filmmakers were trying to make?
3. How could this film be used for social change?

Now shift gears and ask the following questions:

4. What is a community and how do you define yours - school, family, town, state or nation?
5. What are the issues that are most important to you and to your community?

Write down the students' responses to question 5 on the board. Have the students vote on which issue is the most important to them. Once the class has come to a consensus about one or two issues, break up the class into teams of four. Each group will be coming up with an idea for a short film on one of the issues decided upon by the class.

In each group they should answer the following questions:

6. Who is your target audience?
7. What type of images/style would appeal to this audience and get them to respond to the message of the film?
8. Do you want to use actors and a script or make a documentary with real people?
9. Can you come up with a short story or scenario that would illustrate the issue?

Each group should write down their ideas and choose a representative to present their film idea to the class. Leave time for the students to ask one another questions about their proposals.



Teenagers Dana Hall, Ashley Potter and Mary Proffitt, directed *Struggling to Survive* through Appalshop's Appalachian Media Institute

Depending on the resources of your school/community, you may be able to take this exercise a step further and actually produce this film. The class could choose their favorite idea from amongst the proposals and work together as a class to make the short. All you need is a video camera and a computer. Contact your local Community Technology Center or Community College for equipment and help. The film could even be broadcast on your local public access station or appear in next year's Media That Matters Film Festival! Check out YMDi.org for more on youth media.

TAKING ACTION/RESOURCES

We have compiled the following list of organizations and Web sites that will enable your students to take action and further educate themselves on the issues addressed in the films. These links also appear alongside the films as they stream on the Festival Web site: www.mediathatmattersfest.org

I Promise Africa

- Demand that funds be sent to Africa through Keep a Child Alive: www.keepachildalive.org
- Get the facts through Artists Against AIDS Worldwide: www.aaaw.org
- Join the DATA (Debt AIDS Trade Africa) action network: www.data.org

iThemba

- Endorse equal access to HIV/AIDS medication through Health GAP: www.healthgap.org
- Lend your voice to the International AIDS Vaccine Initiative: www.iavi.org
- Show your support for the AIDSVote platform: www.aidsvote.org

Seeds of Hope: South Africa

- Lend your voice to the National Campaign for Sustainable Agriculture: www.sustainableagriculture.net
- Get the facts by sitting down at the Sustainable Table: www.sustainabletable.org
- Take action at the Institute for Food and Development Policy: www.foodfirst.org

The Meatrix

- Fight against factory farms through the Global Resource Action Center for the Environment: www.factoryfarm.org
- Help victims of the factory farm industry through Farm Sanctuary: www.farmsanctuary.org
- Find local organic alternatives through Local Harvest: www.localharvest.org

Laugh at the Fat Kid

- Learn about overeating and good nutrition from KidsHealth: www.kidshealth.org
- Stop bullying through the National Youth Violence Prevention Resource Center: www.safeyouth.org
- Test your bullying prevention know-how through a fun game at Stop Bullying Now: www.stopbullyingnow.org

Lean on Me

- Get in on the action at YouthNOISE: www.youthnoise.com
- Learn how to tell your own story through the Center for Digital Storytelling: www.storycenter.org
- Make an impact with your digital story or film through the Youth Media Distribution Toolkit: www.ymdi.org/toolkit

Books Not Bars

- Urge Congress to fund educational programs through the National Education Association: www.nea.org
- Hard facts on spending from the Justice Policy Institute: www.justicepolicy.org
- Join the struggle against the prison industrial complex: www.criticalresistance.org

The Children of Birmingham

- Learn more about Birmingham and the civil rights movement at Africanaonline.com: www.africanaonline.com
- Join the movement of student-led activists for social change at Sound Out: www.soundout.org
- Urge Congress to pass the Civil Rights Act of 2004 at civilrights.org: www.ga3.org

Day of Remembrance

- Speak out on behalf of the post 9/11 detainees through the Human Rights Watch campaign: www.hrw.org
- Educate yourself and prevent anti-Arab discrimination at ADC.org: www.adc.org
- Contact your representatives about issues affecting Japanese-Americans: www.capwiz.com/jacl

Dedicated to My Family

- Advocate for the homeless through the National Coalition for the Homeless: www.nationalhomeless.org
- Support homeless teens by donating to Stand Up For Kids: www.standupforkids.org
- Are you a teen in need of support? Call Teen Line: www.teenlineonline.org

Struggling to Survive

- Take the Minimum Wage Challenge at Solutions for Progress: www.solfopro.com
- Lend your voice to fight for a living wage and worker's rights at 9to5: www.9to5.org
- Sign the Universal Living Wage petition: www.ru5.servadmin.com

The Sixth Section

- Donate to Grupo Unión's well and water system project: www.sixthsection.com
- Defend the rights of Mexicans in America through the Mexico Solidarity Network: www.mexicosolidarity.org
- Urge Congress to reform unjust immigration laws through the ACLU: www.aclu.org

Novela, Novela

- Get the facts about the abuse of women in Latin America from MADRE: www.madre.org
- Fight violence against women through the American Civil Liberties Union: www.aclu.org
- Join the Feminist Majority: www.feminist.org

Bush for Peace

- Stop nuclear weapons proliferation through WagingPeace.org: www.wagingpeace.org
- Join the global peace movement through United for Peace and Justice: www.unitedforpeace.org
- Take action for peace: www.peace-action.org

Spring in Awe

- Get alternative coverage of the War on Iraq: www.alternet.org
- Ten ways to become media literate from the Center for Media Literacy: www.medialit.org
- Fight for media democracy through the Just Media Project: www.mediarights.org/justmedia

POPaganda: The Art & Subversion of Ron English

- Sign the Media Carta from Adbusters: www.mediacarta.org
- Fight for corporate accountability through CorpWatch: www.corpwatch.org

CREDITS

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About MediaRights

MediaRights helps good filmmaking help good causes and helps good causes find good films. Each month tens of thousands of independent producers, grassroots organizers, teachers, students and librarians visit our Web site. There they find films to educate and motivate their communities. They come to view our online film festival, access our nationwide outreach programs, and participate in our youth media training programs. They come to learn how to use media to make a difference. www.mediarights.org

Support for the fourth annual Media That Matters Film Festival provided by:

National Film Network, Sundance Channel, Netflix, Heifer International, Home Box Office, Association of Independent Video and Filmmakers, Paola Freccero, Frank Marshall, Alexander Summer Family Foundation, Filmmaker Magazine, Docurama, Newstyle Media Inc., Ambient Digital Media Inc., The Waitt Family Foundation, Time Warner Foundation, Otto Haas Charitable Trust, Open Society Institute, Ford Foundation and the New York State Council on the Arts

NATIONAL STANDARDS MET

Civics (Source: McREL)

1: Understands ideas about civic life, politics, and government.

10: Understands the roles of voluntarism and organized groups in American social and political life.

11: Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society.

13: Understands the character of American political and social conflict and factors that tend to prevent or lower its intensity.

14: Understands issues concerning the disparities between ideals and reality in American political and social life.

18: Understands the role and importance of law in the American constitutional system and issues regarding the judicial protection of individual rights.

19: Understands what is meant by "the public agenda," how it is set, and how it is influenced by public opinion and the media.

21: Understands the formation and implementation of public policy.

25: Understands issues regarding personal, political, and economic rights.

26: Understands issues regarding the proper scope and limits of rights and the relationships among personal, political, and economic rights.

27: Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities.

28: Understands how participation in civic and political life can help citizens attain individual and public goals.

29: Understands the importance of political leadership, public service, and a knowledgeable citizenry in American constitutional democracy.

Language Arts (Source: NCTE/IRA)

1: Reads a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace, and for personal fulfillment.

3: Applies a wide range of strategies to comprehend, interpret, evaluate and appreciate texts.

4: Adjusts use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

5: Employs a wide range of strategies as students write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6: Applies knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7: Conducts research on issues and interests by generating ideas and questions and by posing problems. Gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

8: Uses a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.

11: Participates as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

NATIONAL STANDARDS MET CONTINUED

Art Connections (Source: McREL)

1: Understands connections among the various art forms and other disciplines.

Behavioral Studies (Source: McREL)

1: Understands that group and cultural influences contribute to human development, identity, and behavior.

2: Understands various meanings of social group, general implications of group membership, and different ways that groups function.

4: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions.

Economics (Source: McREL)

5: Understands unemployment, income, and income distribution in a market economy.

Technology (Source: McREL)

3: Understands the relationships among science, technology, society, and the individual.

Visual Arts (Source: McREL)

1: Understands and applies media, techniques, and processes related to the visual arts.

4: Understands the visual arts in relation to history and cultures.

Media Literacy (Source: McREL)

Viewing:

1: Uses a range of strategies to interpret visual media.

2: Uses a variety of criteria to evaluate informational media.

3: Understands the conventions of visual media genres.

4: Understands that the rules and expectations about genres can be manipulated for particular effects or purposes.

6: Understands the connection between context and values projected by visual media.

7: Understands how images and sound convey messages in visual media.

8: Understands effects of style and language choice in visual media.

9: Understands how literary forms can be represented in visual narratives.

11: Understands how editing shapes meaning in visual media.

12: Understands the effects of visual media on audiences with different backgrounds.

Media:

1: Understands that media messages have economic, political, social, and aesthetic purposes.

2: Understands how different media are structured to present a particular subject or point of view.

3: Understands aspects of the construction of media messages and products.

4: Understands production elements that contribute to the effectiveness of a specific medium.

5: Understands aspects of media ownership and control.

8: Understands the extent to which audience influences media production.

10: Understands the influence of media on society as a whole.

12: Understands the role of the media in addressing social and cultural issues.

CALIFORNIA STATE STANDARDS MET

History-Social Science (Source: CA Department of Education)

11.10: Students analyze the development of federal civil rights and voting rights. 4. Examine the roles of civil rights advocates

11.11: Students analyze the major social problems and domestic policy issues in contemporary American society. 6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

12.2: Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured. 1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

12.3: Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections

English -Language Arts (Source: CA Department of Education)

1.0: Listening and Speaking Strategies.
Analysis and Evaluation of Oral and Media Communications 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event. 1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them.

FLORIDA STATE STANDARDS MET

Social Studies (SS) **(Source: Florida Department of Education)**

A.5.4: Time, Continuity, and Change (7) understands the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events. (8) knows significant political events and issues that have shaped domestic policy decisions in contemporary America.

B.2.4: People, Places, and Environment (1) understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions. (7) understands the concept of sustainable development.

C.1.4: Government and the Citizen (4) understands the role of special interest groups, political parties, the media, public opinion, and majority/ minority conflicts on the development of public policy and the political process.

C.2.4: Government and the Citizen (7) knows the points at which citizens can monitor or influence the process of public policy formation.

D.2.4: Economics (3) understands how government taxes, policies, and programs affect individuals, groups, businesses, and regions.

Visual Arts (VA) **(Source: Florida Department of Education)**

D.1.4: Aesthetics and Critical Analysis (3) knows the difference between the intentions of artists in the creation of original works and the intentions of those who appropriate and parody those works.

E.1.4: Applications to Life (1) knows and participates in community-based art experiences as an artist or observer. (2) understands and identifies the skills that artists use in various careers to promote creativity, fluency, flexibility, and elaboration within the arts and across life.

Health Education (HE) **(Source: Florida Department of Education)**

B.3.4: Responsible Health Behavior (3) knows positive strategies for expressing needs, wants, and feelings. (4) knows skills for communicating effectively with family, friends, and others. (5) knows strategies for solving interpersonal conflicts without harming self and others (e.g., peer mediation skills).

C.2.4: Advocate and Promote Healthy Living (1) knows oral, written, audio, and visual communication methods to accurately express health messages (e.g., through an audiovisual public service announcement).

NEW YORK STATE STANDARDS MET

Social Studies **(Source: University of the State of New York State Education Department)**

Standard 4-Economics

1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

- explain how economic decision making has become global as a result of an interdependent world economy
- analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources

Standard 5- Civics, Citizenship and Government

1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

- analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs

4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

- participate as informed citizens in the political justice system and processes of the United States, including voting
- evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy
- take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs

Health, Physical Education, and Family and Consumer Sciences **(Source: University of the State of New York State Education Department)**

Standard 3- Resource Management, Health Education

1: Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

TEXAS STATE STANDARDS MET

US History *113.32 (Source: Texas Education Agency)

18: Citizenship. The student understands efforts to expand the democratic process. (A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, protesting, court decisions, and amendments to the U.S. Constitution; (B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments; (C) explain how participation in the democratic process reflects our national identity.

19: Citizenship. The student understands the importance of effective leadership in a democratic society. (A) describe qualities of effective leadership; (B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Shirley Chisholm, and Franklin D. Roosevelt.

21: Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contribute to our national identity. (A) explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society; (B) explain efforts of the Americanization movement to assimilate immigrants into American culture; (C) analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity.

24: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. (A) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States; (E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; (F) identify bias in written, oral, and visual material; (G) support a point of view on a social studies issue or event.

Sociology *113.37 (Source: Texas Education Agency)

1: Citizenship. The student understands that individuals require knowledge of the dynamics of the relationships between self and others to be contributing members of the community. (A) describe models of group systems and the interactive roles of individuals, groups, and the community; (B) evaluate role conflicts and methods of resolution that may occur among individuals and groups.

3: Economics. The student understands how socioeconomic stratification affects human motivation. (A) analyze the relationship between socioeconomic stratification and human motivation; (B) analyze the influence of different motivations and aspirations on economic decisions.

4: Economics. The student understands the relationship between socioeconomic stratification and cultural values. (A) compare cultural values associated with socioeconomic stratification; (B) analyze and explain the influence of cultural values on economic behavior.

8: Government. The student understands different styles and forms of leadership, political socialization, and communication techniques that influence perception, attitudes, and behavior. (A) identify and describe different forms of leadership as they relate to group-motivation techniques; (B) analyze the relationship among social class, racial, ethnic, and other culture group membership, and political power in the United States; (C) evaluate different communication techniques, including propaganda and advertising, used to influence perceptions, attitudes, and behaviors of persons and groups.

11: History. The student understands basic sociological principles related to change within a group and across groups. (A) relate theories of change to major changes in U.S. public policy such as the origins and consequences of the civil rights movement; (B) analyze social change and resulting social problems within and across groups.

12: Culture. The student understands how cultural socialization, norms, values, motivation, and communication influence relationships among groups. (A) compare cultural norms among various U.S. subculture groups such as ethnic, national origin, age, socioeconomic strata, and gender groups; (B) describe stereotypes of the various U.S. subcultures; (C) analyze social problems in selected U.S. subcultures.

TEXAS STATE STANDARDS MET CONTINUED

English Language Arts *110.42 (Source: Texas Education Agency)

4: Writing/inquiry/research. The student uses writing as a tool for learning. (A) use writing to formulate questions, refine topics, and clarify ideas; (B) use writing to discover, organize, and support what is known and what needs to be learned about a topic; (C) compile information from primary and secondary sources in systematic ways using available technology; (F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions.

8: Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. (B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media.

10: Reading/literary response. The student expresses and supports responses to various types of texts.

12: Reading/analysis/evaluation. The student reads critically to evaluate texts. (D) analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.

14: Listening/speaking/critical listening. The student listens attentively for a variety of purposes. (B) use knowledge of language and develop vocabulary to interpret accurately the speaker's message.

(15) Listening/speaking/evaluation. The student listens to analyze, appreciate, and evaluate oral performances and presentations. (C) evaluate informative and persuasive presentations of peers, public figures, and media presentations.

(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences. (E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; (F) make relevant contributions in conversations and discussions.

(19) Viewing/representing/interpretation. The student understands and interprets visual representations. (B) analyze relationships, ideas, and cultures as represented in various media; (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

(20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. (A) investigate the source of a media presentation or production such as who made it and why it was made; (B) deconstruct media to get the main idea of the message's content; (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols; (D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music; (E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each; and (F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.

(21) Viewing/representing/production. The student produces visual representations that communicate with others. (A) examine the effect of media on constructing his/her own perception of reality; (B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages; (C) use a range of techniques to plan and create a media text and reflect critically on the work produced; (D) create media products to include a billboard, cereal box, short editorial, and a three- minute documentary or print ad to engage specific audiences.

US Government *113.35
(Source: Texas Education Agency)

6: Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. (A) analyze government policies that influence the economy at the local, state, and national levels.

8: Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. (F) analyze how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity.

15: Citizenship. The student understands the difference between personal and civic responsibilities. (A) explain the difference between personal and civic responsibilities; (B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good; (D) analyze the consequences of political decisions and actions on society.

16: Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society. (A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels; (B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; (C) analyze the factors that influence an individual's political attitudes and actions; (D) compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present.

17: Citizenship. The student understands the importance of the expression of different points of view in a democratic society. (A) analyze different points of view of political parties and interest groups on important contemporary issues; (B) analyze the importance of free speech and press in a democratic society; (C) express and defend a point of view on an issue of contemporary interest in the United States.

18: Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to: (A) evaluate a political policy or decision in the United States that was a result of changes in American culture; (C) describe an example of a government policy that has affected a particular racial, ethnic, or religious group.