



FilmEd Classroom
Films to Engage Students in
Meaningful Conversation

FILM GUIDE

ACCENTS

GRADES 6-8

ROBERTINO ZAMBRANO | AUSTRALIA

ANIMATION | POETRY | 3:00 MINUTES | 2019

Subtheme: Latinx culture, BIPOC Experience, Intersectionality

PART II

A CLOSER LOOK

MOVE THE CONVERSATION FURTHER, INSPIRING INTERPRETATIONS AND NEW IDEAS

Consider posing a question before screening the film again and have students take notes while viewing the film this time.

Focus on theme

- Who is the poet/narrator telling us about? How is this person described?
- A poem can be interpreted many ways. What does this poem mean to you?
- Why do you think the poet may have titled this work **ACCENTS**? What do you think of when you hear the word *accent*? Can you think of different meanings for the word *accent*?
- What are some ways that the filmmaker conveys the poet's message in the film?
- What do you notice about the use of language?
- What do you notice about the use of voice (volume, tone, pacing, accent)?
- How does the filmmaker use the soundtrack to **accentuate** the poet's words?
- The narrator says a "*sancocho of English and Spanish pushing up and against one another in rapid fire.*" What do you think they might mean by this? What do you think *sancocho* might mean?

- Sancocho is a hearty stew containing ingredients that represent the culinary and cultural mixing that occurred in colonized Latin American countries. Why do you think the poet might have chosen to use this word? Does knowing the meaning give you any new insights or ideas about the poem or film?
- In pairs, have students identify examples of **comparisons** and **metaphors** in the film, either visual or verbal (textual). Students can identify **simile**, **imagery**, and **symbolism**, in the film and poem and engage in group discussion.

Zoom In

- Pause the film to look at **still images** and notice the many ways the filmmaker illustrates her ideas and her stories.
 - What do you notice in the still images?
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