



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 III

THE BIGGER CONVERSATION

EXPAND CONVERSATIONS AND CONNECT TO SUBTHEMES

The Power of Spoken Word

- Watch Denice Frohman perform Accents live at the Nuyorican Cafe [here](#).
- What do you notice about the use of voice (volume, tone, pacing), body language, facial expressions, etc. in Frohman's performance? How does the performance impact the message?
- After viewing this performance, ask students to write their definition of ***spoken word***. Revisit the responses from the pre-viewing activity. Did their definition change? Why?

Nuyorican and Latinx Experiences

- Share with students that *Nuyorican* is the blending of the terms *New York* and *Puerto Rican* and refers to members or culture of the Puerto Rican diaspora in New York City. It can also refer to their blending of English and Spanish or Spanglish.
- Have students research the history of the [Nuyorican Poets Cafe](#), a cultural venue which has given voice to a diverse group of poets, actors, filmmakers, and musicians since 1973.
- What is *Latinx*? Have students research the terms *Latinx*, *Hispanic*, and *Latino*. Invite them to trace their history and meaning. Who identifies as *Latinx*? Assign books and stories by Latinx authors and or that highlight Latinx experiences to support and further the discussion.

Poetry and Identity

- Have students revisit and discuss the definition of *identity* as “the qualities and beliefs that make a particular person or group different from others.”
- What are group identities and how do they describe me? Others?
- What might an accent tell us about someone’s self-identity or perceived identity?
- Consider place and culture. What assumptions or stereotypes exist around accents? How can we challenge those stereotypes? Discuss the ways accents might be seen or perceived as a reason for shame or a point of pride. How does this poem and film take this on?
- Discuss how the poet embraces her Puerto Rican identity through a celebration of her mother’s accent and experiences, at times incorporating Spanglish words to also touch on what it means to be multicultural.

Journaling Prompt

- How can I be proud of who I am and celebrate others? What does it mean to feel good about myself and where I come from? How can I express pride in who I am?

- Students can create an [Identity Chart](#) to explore their multiple identities. In the **Reflection** section, they can review the identity chart to spark inspiration to write their own poems.
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