

5 BROKEN CAMERAS



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5 BROKEN CAMERAS

Directed by Guy Davidi and Emad Burnat

2011 | France/Israel/Palestine | 90 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *5 Broken Cameras* by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussions with their class, activities for before, during and after viewing the film, and some weblinks that provide starting points for further research or discussion.

The Film

Eloquence, spare cinematic metaphor and intimate personal vision create a visceral, first-person story of non-violent resistance in Bil'in, a West Bank village threatened by encroaching Israeli settlement in this Sundance and IDFA award-winner. This collaboration between Palestinian farmer-filmmaker Emad Burnat and Israeli filmmaker Guy Davidi begins when Emad buys his first camera to film his fourth son's arrival. That same week, bulldozers begin ripping out the village's olive trees to make way for a separation wall, so Emad films that, too. And so begin the six-year, five-camera parallel arcs of his son's growth and the genesis of an international resistance movement. As construction of the wall intensifies so do the protests. Arrests become commonplace, the situation increasingly volatile. Emad keeps filming despite the dangers, creating a brilliant example of what documentary is at its core, allowing the personal to transcend politics to tell the deeper humanist story.

- Gisèle Gordon

(http://www.hotdocs.ca/film/title/5_broken_cameras)

The Filmmakers

A lifelong inhabitant of the central West Bank village of Bil'in, Emad Burnat is a freelance cameraman and photographer with experience filming for Al Jazeera and Palestinian television. He has contributed to several documentaries, including *Bil'in My Love*, *Palestine Kids*, *Open Close* and *Interrupted Streams*.

Born in the Israeli city of Jaffa, Guy Davidi is a documentary filmmaker and teacher who has been directing, editing and shooting films since the age of 16. His short documentaries include *In Working Progress*, *Keywords* and *Women Defying Barriers*. His first feature film, *Interrupted Streams*, premiered in 2010 at the Jerusalem Film Festival.

Educational package written and compiled by Dimitra Tsanos
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VIEWING THE FILM WITH STUDENTS

There are important themes in this film that have broad implications for students and their futures.

Take time to activate your students' background understanding of these themes before viewing.

This will help them as they come to their own understanding and develop their critical abilities.

The following three subsections, on this page, are intended to provide you with a range of pre-viewing, viewing and post-viewing activities. They are followed by a set of questions based upon the film's larger thematic domains, some follow-up questions and quotations, sample curricular outcomes, and a page of web links for further investigation.

Pre-Viewing Activities

Show students the trailer and/or poster for the film found on the film's website (<http://www.kinolorber.com/5brokencameras>).

Have students work in small groups to try and identify themes or ideas conveyed by the trailer.

Discuss with students how effective/affective the trailer is as a media piece.

Print several of the questions or quotations from the Extension Activities section of this guide on individual sheets of paper. Have students work in small groups or with partners to discuss if they agree with the ideas. Have them share the statement and what they think or believe about it with the class.

Provide the class with some background information from the film. Begin with a discussion of key terms. Use the BBC's list as a reference (http://news.bbc.co.uk/2/hi/in_depth/middle_east/israel_and_the_palestinians/key_documents/6044090.stm). Also show the students a satellite photo of the city of Bil'in from the village website (<http://www.bilin-village.org/english/maps/>).

Viewing Activities

Have students take notes on, or jot down connections to, one of the thematic domains from the Big Questions/Ideas/Themes section of this guide. Ask students to find proof from the film that supports their connections.

Stop the film at various points and have students provide summaries at each point.

Have students jot down five ideas for discussion, or questions that the film raised in their minds.

Have students summarize the film by using Emad's five cameras as chapters.

Have students list all the different types of protest techniques employed in the film. Have students rank them from most effective to least effective.

There were three people showcased as "heroes" in the film: Emad, Phil and Adeeb. Each had a different but vital role in protecting Bil'in. Take notes for each person using a chart.

Post-Viewing Activities

Show the students their quotations from the Pre-Viewing Activity and see if their minds were changed or opinions altered or enhanced by the film.

Assign some of the questions and quotations from the Extension Activities section of this guide for homework to be taken up the next day in class. Check for completion.

Have student complete an exit note (a single small sheet of paper with one phrase or idea written on it) that demonstrates one thing they have learned, felt or decided as a result of watching the film.

Discuss with students their initial reactions to the various characters and situations addressed in the film. Did it change by the end of the film? Why?

Have students choose one of the events from the film and write a diary entry as if they were part of the event.

Discuss the importance of olive trees to the Palestinians. Discuss how they are symbols of wisdom, peace, hope, light, fertility and wealth. A UN Report provides information on the olive harvest (http://www.docstoc.com/docs/document-preview.aspx?doc_id=133368349). A *New Internationalist* article titled "A Bitter Harvest for Palestine's Olive Growers" addresses the issues olive growers are facing in Palestine (<http://www.newint.org>).

Have a class discussion about the effects that war has on children. Information on the topic can be found on The Institute for Social Research's website (<http://www.sampler.isr.umich.edu/2012/research/hidden-costs-of-war-middle-east-violence-and-its-effect-on-children/>).

Have students create a mind map on separation barriers using these four categories: Environment, Politics, Economy and Social. Have them brainstorm one issue for each, individually or with a partner, then discuss as a class.

Discuss the concept of separation barriers with the class and discuss their purpose. An article from the magazine *Marketplace* outlines 20 projects from around the world (<http://www.marketplace.org/topics/economy/separation-barriers-world>). Weigh the pros and cons from all perspectives.

Have students research another region or country that has been affected by a separation barrier. Some possibilities include USA and Mexico, East Berlin and West Berlin (the Berlin Wall), North and South Korea, China (the Great Wall of China), India and Kashmir, Botswana and Zimbabwe. Have them find out when it was built, who it affects, how long it is, which country initiated it and why it was built. Have students share their findings in a class discussion the next day and/or collect their research.

Have students research the other cities that also protested the separation barrier in their respective cities—Qibya, Shukba, Ni'ilin, Deir Qaddis, Kharbatha, Budrus, Beit Likya, Beitljza, Bidu, Beit Suriq and East Jerusalem—and determine if they were successful in protecting their land.

Have students work in groups of six. Each group will be assigned a character from the film: An Israeli soldier, Adeeb, Emad, Phil, Emad's son Gibreel, a Hamas leader, a left-wing Israeli, the Israeli prime minister or the Palestinian president. On large chart paper, each group will identify the key stages in resolving the conflict, and then individually look at the issue with a different perspective. Students will then present to the class and be evaluated. The assignment and rubric, titled Resolving Conflict, can be found on the following pages.

THE BIG QUESTIONS/IDEAS/THEMES

Multiple Perspectives

What is the subject of this film? Can you determine the filmmakers' perspective on this subject? What evidence can you find in the film to support your view?

How does this film help you analyze and interpret points of view about issues that concern people?

Does the filmmakers' perspective foster respect for diversity and an inclusive society? If so, how?

Identity

Whose story is told in this documentary? Whose story is not told? How does this story, and the way it is told, help you understand your own community/life?

How do the people in this film identify with their community? What are the common bonds among the people in this film? What challenges do they face in expressing their identity?

What film techniques do the filmmakers use to convey the identity of the people in this film?

Consider camera angles, shot frames, edits, sequence, lighting and narrative.

Citizenship

What insights does this documentary offer about the ideals of good citizenship in Bil'in?

How does the film deal with issues of freedom, equality, human dignity, and individual and collective rights and responsibilities?

Change and Continuity

How does this film help you understand Bil'in's values and its attitudes towards the separation barrier during the time the film took place?

What changes do the people in the film experience? What causes those changes? What are the consequences of those changes for the people in the documentary?

Culture and Community

Which aspects of a people's culture does this film focus on? Why do you think the filmmakers focused on those aspects?

How would you define the subject of the film? How do the images, themes and message of this film help you understand the filmmakers' attitude towards the subject? What do you think might have been the intended audience's attitude towards the documentary subject?

Power and Governance

What system of government control do we see in this documentary? How is power distributed within this society? What are the implications of that distribution on issues affecting the people's well-being and freedom?

Global Connections

What global issues are addressed in this film? What is the filmmaker's point of view on the opportunities and challenges of those issues?

Adapted from NFB Documentary Lens: <http://www.nfb.ca>

EXTENSION ACTIVITIES

Additional Questions for Pre-Viewing or Post-Viewing Activities

Emad, Adeeb and Phil are all inspirational leaders to many of the people who live in Bil'in. What qualities do leaders need to have in order to make a positive impact as they did?

Why is it important to stand up for what you believe in like many people did in the film?

Many of the protesters went into situations where they knew they could be killed, and some were killed. Would you do the same put in the same situation? Explain.

Why does Emad feel it was important to bring his son Gibreel to the protests? Would you bring your younger sibling to a protest?

Many of the children of Bil'in have grown up experiencing violence, protests and oppression. What kind of outlook will these kids have as they grow up and have families of their own? Do you think it will impact them in a positive or negative way? Explain.

Can you have acts of protest that do not include death? Is this part of the process? Does death cause the cycle to continue?

What do the olive trees symbolize to the villagers? Why are they so important to them? Is there something that you value in the same way in your life or your own culture?

Emad groups his life into chapters, using the life of each of his cameras as his timeline. How would you group your life? Include some important events that have made you to who you are today. Why is it important to stand up for what you believe in like Emad, Adeeb and Phil?

How would you feel if someone came to your house and told you to leave immediately because it was in a closed military zone? What would you do?

Do you think non-violent protests are an effective tool for change? How successful was it for Bil'in?

If you were a mediator and were told you needed to strike a balance between the security needs of the Israeli government and the rights of the Palestinian people, what would you decide?

Quotations From the Film to Explore

"When something happens in the village, my instinct is to film it." Emad

"We were born on this land and we'll die here. We'll live on this land for the rest of our lives." Adeeb

"I watch him through my camera, trying to rediscover the world through his eyes." Emad on his son Gibreel

"This place ties us together. More than feeding us, the land connects us." Emad

"When I film, I feel like the camera protects me. But it's an illusion." Emad

"I have to believe that capturing these images will have some meaning." Emad

"Nature gives me vitality. I know I have a purpose in life." Emad

"Clinging to non-violent ideals isn't easy... when death is all around." Emad

"The only protection I can offer him is allowing him to see everything with his own eyes, so he can confront just how vulnerable life is." Emad talking about his four-year old son Gibreel

"When someone dies, the anger is overwhelming that people's feelings erupt and they are ready to die." Emad

"But while we erase every piece of our childhood, it's the anger that remains." Emad

"Barriers can be removed, but the land will always bear scars." Emad

"Healing is a challenge in life. It's a victim's sole obligation. By healing, you resist oppression." Emad

POST-VIEWING ACTIVITY: RESOLVING CONFLICT

Use large chart paper and markers to complete the following exercise.

You will be assigned one of the characters from the film. In groups of six, identify the key stages in resolving the conflict:

Gathering information

Identifying points of view and values

Recommending solutions

Identifying potential consequences

Identifying alternative courses of action, taking action

Each group will have very different recommendations/courses of action. After you have completed this task, each of you will look at the issue with a different perspective: gender, age, culture and economics. How might each perspective differ? Elaborate.

You will present as a group. Make sure everyone has equal speaking roles.

RESOLVING CONFLICT RUBRIC

Case: _____

Names: _____, _____, _____, _____

and _____

Thinking and Understanding

Resolution	2.5	2.9	3.0	3.4	3.5	3.9	4.0	5	
Identification and conception of five key stages in resolving conflict	Limited success in use of political terms and concepts		Some success in use of political terms and concepts		Moderate success in use of political terms and concepts		Employs political terms and concepts with a high degree of success		/5

Application

Groupwork	2.5	2.9	3.0	3.4	3.5	3.9	4.0	5	
Maintained a positive group discussion with equal participation	Did not do any work, rarely offered useful ideas		Could have done more; sometimes cooperative and offered useful ideas		Cooperative; did their part of the work; usually offered useful ideas		Always willing to help and do more; did more than others; routinely offered useful ideas		/5

Communication

Presentation	2.5	2.9	3.0	3.4	3.5	3.9	4.0	5	
Overall image/aim is consistent and clear in all suggestions	Overall suggestions are limited/vague		Suggestions are somewhat effective, with a few details		Suggestions and overall aim is clear; most issues addressed		Excellent suggestions; overall aim is clear and has many details in course of action		/5
Presentation (eye contact, audible, enthusiasm)	Did not engage audience		Engaged audience for some of the time		Audience engaged for most of the time		Audience engaged throughout presentation		/5

Comments:

Total: _____ /20 = _____ /10

EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 9 Geography	<ul style="list-style-type: none"> • report on global issues that affect Canadians.
Grade 10 Civics	<ul style="list-style-type: none"> • analyze responses, at the local, national and international levels, to civic issues that involve multiple perspectives and differing civic purposes. • demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens' actions. • explain what it means to be a "global citizen" and why it is important to be one. • demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes.
Grade 11 History	<ul style="list-style-type: none"> • describe major global and regional conflicts and their consequences, as well as instances of international cooperation, since 1900. • assess the importance of nationalism and internationalism in the world since 1900.
Grade 11 Politics	<ul style="list-style-type: none"> • explain ways in which social and cultural identity influence political participation. • evaluate different approaches to conflict resolution. • explain power relationships among individuals, groups and governments.
Grade 12 Family Studies	<ul style="list-style-type: none"> • analyze changes that have occurred in family structure and function throughout the history of the family. • analyze socialization patterns and the roles of children and parents in various historical periods and ethno-cultural contexts. • analyze current issues and trends affecting the dynamics of intimate relationships, and speculate on future directions for individuals and families. • analyze current issues and trends affecting childrearing and socialization, and speculate on the changing role of children. • demonstrate an understanding of the cycle of violence and the consequences of abuse and violence in interpersonal and family relationships.

COURSE	OVERALL EXPECTATIONS
Grade 12 Geography	<ul style="list-style-type: none"> • analyze the causes and effects of economic disparities around the world. • compare the cultural, economic and political aspirations of selected groups and the effects of their actions on local, national and global geographic issues. • analyze the influences that increase the interdependence of countries around the world. • analyze instances of international cooperation and conflict and explain the factors that contributed to each. • evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national and global level. • evaluate the effectiveness of international organizations in strengthening the links among world peoples. • explain the causes of cultural and economic convergence and/or divergence in urban settlements in different parts of the world. • analyze the relationships between cities and their surrounding regions. • assess various ways of managing urban change in selected world regions. • analyze various proposed solutions to typical problems of large urban areas.
Grade 12 History	<ul style="list-style-type: none"> • evaluate the factors that have led to conflict and war or to cooperation and peace between and within various communities from the 16th century to the present. • evaluate factors that have led to conflict and war or to cooperation and peace between various communities since the 16th century. • describe the range and diversity of concepts of citizenship and human rights that have developed since the 16th century. • analyze how people throughout history have dealt with conflict and maintained peace. • compare political systems and processes that have been involved in the exercise of power and authority throughout history.
Grade 12 Law	<ul style="list-style-type: none"> • evaluate the effectiveness of international laws, treaties and agreements in resolving conflicts of a global nature.

COURSE	OVERALL EXPECTATIONS
Grade 12 Politics	<ul style="list-style-type: none"> • explain the rights and responsibilities of individual citizens, groups and states in the international community. • describe the main ways in which sovereign states and non-state participants cooperate and deal with international conflicts. • evaluate the role of Canada and Canadians in the international community. • describe the structure and function of international intergovernmental and non-governmental organizations. • evaluate the role and operation of the international human rights protection system. • explain the role and function of ideologies in national and international politics.

The Overall Expectations listed above are from *The Ontario Curriculum*. Complete course descriptions, including all Overall and Specific Expectations can be found at: <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>.

WEBSITES AND ONLINE RESOURCES

About the Film

The film's official website includes the trailer, a synopsis, information on the filmmakers, press statements and play dates of the film.

<http://www.kinolorber.com/5brokencameras>

Amnesty International: The work of the group is based on the mission of their global movement. Within this mission, priority is given to specific human rights issues. An annual report section has separate reports for Palestine and Israel which includes background information on both countries. Palestine:

<http://www.amnesty.org/en/region/palestinian-authority/report-2011>

Israel and the occupied Palestinian states:

<http://www.amnesty.org/en/region/israel-occupied-palestinian-territories/report-2011>

Bil'in: The official village website includes maps, photo galleries, videos, articles and other links to events happening in their village along with others.

<http://www.bilin-village.org/english/photos/>

BBC News: A special report on the Middle East Crisis which includes background information on the UN, territory profiles, politician profiles and groups involved in the crisis.

http://www.bbc.co.uk/news/special_reports/middle_east_crisis/

BBC News: A report explores the conflict by comparing maps of the region over time.

http://news.bbc.co.uk/2/shared/spl/hi/middle_east/03/v3_israel_palestinians/maps/html/

The Guardian: The online newspaper includes a gallery from the graffiti artist Banksy from his recent trip to the Palestinian territories, where he has created nine artistic images on Israel's West Bank barrier.

<http://arts.guardian.co.uk/pictures/0,,1543331,00.html>

Human Rights Watch: Human Rights Watch is a non-profit, nongovernmental human rights organization dedicated to protecting the human rights of people around the world. They aspire to prevent discrimination, uphold political freedom, protect people from inhumane conduct in wartime

and bring offenders to justice. They challenge governments and those who hold power to end abusive practices and respect international human rights law. Many resources can be found under Israel/Palestine including news releases, reports, commentaries, letters, multimedia and essential background information.

<http://www.hrw.org/middle-eastn-africa/israel-palestine>

Seeds for Peace: Founded in 1993 by journalist John Wallach, Seeds of Peace is dedicated to empowering young leaders from regions of conflict with the leadership skills required to advance reconciliation and coexistence. Palestinian and Israeli youth activities can be found under News.

<http://www.seedsforpeace.org>

Stop the Wall: A grassroots movement uniting the struggle of the popular committees in the villages, refugee camps and cities struggling against the wall and the settlements and the efforts of Palestinian civil society. The site includes maps, factsheets and information on international law regarding the wall.

<http://www.stophthewall.org>

The Foundation for Middle East Peace: Established in 1979 by the late Merle Thorpe, Jr. the foundation is dedicated to promoting, through various activities, a just solution to the Israeli-Palestinian conflict that brings peace and security to both peoples. Information on the history behind the conflict, analysis reports and maps are also available.

<http://www.fmep.org>

War Child: Their mission is to work with war-affected communities to help children reclaim their childhood through access to education, opportunity and justice. A page on the effects of war on children includes information about the physical, economic and psychological effects of war on children.

<http://www.warchild.org.uk/issues/effects-war-children>

Various Links for Lesson Plan Ideas, Media Awareness, Critical Literacy and Documentary Films

Using Docs in The Classroom: A teacher librarian's personal website where there are excellent resources for teaching with documentary films.

http://www.frankwbaker.com/using_docs_in_the_classroom.htm

Media Awareness: A Canadian nonprofit media education and Internet literacy resource library.

<http://www.media-awareness.ca>

Centre for Media Literacy: A U.S. website which provides several resources for making, understanding and criticizing media.

<http://www.medialit.org>

The National Film Board of Canada: On this site is an area with teaching resources and short documentary films that can be used as teaching aides.

<http://www.nfb.ca>

Hot Docs' Looking at Documentaries: A teaching guide that sets out questions designed to help teachers include the study of documentary film in their curriculum. Free PDF download.

http://www.hotdocs.ca/youth/docs_for_schools_monthly/resource_materials