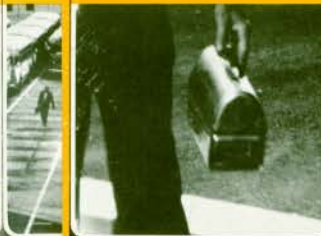
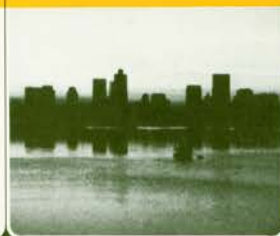


A CITY AWAKENS

primary/
elementary/
secondary/
adult

14 minutes / color



If you
were awake
very early,
and could
see the city
begin its day...

A CITY AWAKENS

SUMMARY:

A film experience without narration. The sights and sounds of a city as it gradually comes to life in the early morning. The film begins before dawn: quiet houses, empty streets. Gradually each part awakens—harbor, trucks, wholesale market, city workers. As the city prepares for the day, the rhythm builds and builds.

USES:

- to stimulate language and other creative activities
- to provide a rich experience in looking and listening
- to provoke curiosity and build understanding about the city, its neighborhoods, workers and parts

SOME OF THE CONCEPTS

for Social Studies...

- A city has many parts: neighborhoods of homes (many different kinds) stores, office buildings, harbor, airport...
- People do many kinds of work in a city; each has a part to play.
- Even before we awaken, workers of many kinds are busy, preparing the things we will need that day.
- Fresh things—fruit and vegetables, flowers, fish... must flow into the city each morning. (Why?)
- A city is not chaotic; each part, each person, is part of an orderly whole.

INTRODUCING THE FILM

Close your eyes and imagine that you could be everywhere in the city at once as the sun comes up. What would you see? Hear? How would it feel?

SOCIAL STUDIES

What kinds of work must be done in the very early morning? Why? (Which of these jobs would you like to have?) Could our city do without any of these workers? What would it be like?

Use the Film for Clues: List some foods you had for breakfast this morning. Were they grown in the city?

SOUNDS AND RHYTHMS

Use simple percussion instruments, like wood blocks and triangle, to express the changing rhythms of a city: slow and peaceful at dawn, then growing faster and busier. You might wish to move to these rhythms, acting out the story of different people, as they awaken, get ready, and begin their work.

producer
DIMENSION FILMS
CHURCHILL FILMS
distributor

662 North Robertson Blvd.
Los Angeles 90069
California

OUTLINE OF THE FILM

Pre-dawn

Quiet homes; empty streets. Stillness. Quiet harbor: fog; a seagull's cry, a fishing boat approaches.

Trucks

One, then another and another. A torrent of trucks rushing into the city.

Wholesale Market

Trucks unloading—flowers, fish, watermelons. Great quantities of goods for the city's markets.

"Sleeping" Neighborhoods

Dark windows, quiet streets. Most people are not yet awake.

Services Prepare

Markets open; fresh food carried in. A bus is washed; police motorcycles filled

with gas; a line of garbage trucks swings out into the street. Workers load milk trucks; others load air freight.

Neighborhoods Awaken

An alarm clock rings. People are awake, taking showers, eating breakfast, then rushing in cars, trains, busses.

The City Is Awake

Schoolchildren, factory workers, office workers, mailmen, musicians... cars, people, policemen, construction... there's no doubt about it—the city is wide awake!



SOCIAL STUDIES (cont'd)

How did these foods travel into the city? Think of any two workers in the film (truck driver and newspaper worker, food delivery man and factory worker). Do these two help each other? How? Can you name some of the parts of our city (neighborhoods of homes, shopping centers, harbor, airport, factory or industrial areas...)? Do any of these areas need to be close to others? Do we really need each of these in our city?

LANGUAGE ARTS

Oral Language

The film told a story in pictures. How would you tell the same story in words? When you are awake at sunrise, what do you see; hear; smell? Tell how it feels to be outdoors at that time.

Written Language

Write a class poem that has the rhythms of the city awakening. Begin with *calm, quiet words* and end with *active, busy words*.

Describe a city for someone who has never seen one. (You might wish to role-play this situation in class.)

Story Ideas:

Imagine that you are one of the workers who begin before most people are awake. How does it feel to be on your way to work through a dark, quiet city? At the place where you work, what do you see, hear, smell?

Read a story or a poem, like "Summer Morning" or "The Big Clock" in Bill Martin's *Sounds Around the Clock*, about a city at dawn. Does the story, or poem, give you the same feeling as viewing the film? Do these different ways of communicating have different results?

ART

What are the colors of the sky in the early morning? What kind of lines suggest a busy, rushing feeling? Try a picture that doesn't look like anything real but that gives you the feeling of a city awakening. Make a class mural called "A City Awakens."

Do paintings or other creative work about themes from the film:

- foggy harbor
- quiet houses, people inside asleep
- trucks at the wholesale market
- lights going on, as people awaken
- people rushing, travelling to work

FILM ART

NOTE: Your class is invited to write to the film-maker. He will answer your questions in detail, and send suggestions about film-making and viewing. Write Dimension Films, 733 N. La Brea, Los Angeles, Ca. 90038.

Before Seeing the Film

List some things you would include in a film on how the city awakens. What theme or main idea would you choose? How would you start? (A few minutes for the above strongly enhances the viewing.)

After Seeing the Film

Think of parts of the film that made you feel

something strongly. What made you feel this? Sound? Picture? Rhythm? If you can, run parts of the film again, to find out. Can you recognize some of the main parts of the film? (A "sequence" in a film is like a chapter in a book.) Did you feel the city "speeding up" as the morning went on? How did the film suggest this? Can you think of other ways of creating this effect?

Make Your Own "Film"

Plan a story using a series of pictures, instead of words.