

CITY AT NIGHT

A film for awareness...

Study Guide

CITY AT NIGHT

A film by Joe Ravetz
primary / elementary / secondary / adult

14½ minutes / color

SEQUENCES:

Early Evening

The sky darkens, lights flash on, throngs of cars.

Evening

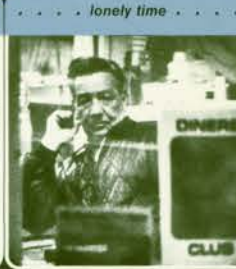
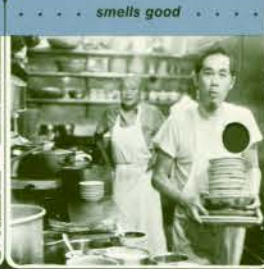
Dinnertime, warm and friendly. Amusement park. Relaxing; kids going to bed.

Night

Entertainment—a discotheque, square dancing, light show, a movie premiere, folk ballet.

Closing up—theatres, shops, gas stations—Lights out.

Cleaning up—office buildings, banks, power lines.



glitter

smells good

long haul

all's ready

lonely time

Workers at night—supermarket, weather bureau, airport, bakery, police and fire, TV station—Off the air.

Late Night
 Moon goes down. The voice of the disc jockey reaches the lonely night watchers—the truck drivers, newspaper deliverymen, all-night coffee shops. Empty places seem to wait—the market, barber shop, soda fountain.

Wee Hours
 Streets are empty—almost; a house is moved. A solitary gas-station man waits and watches. All is quiet.

AFTER SHOWING THE FILM:

Social Studies
Questions:

- What jobs are best done at night?
- What jobs must be done 24-hours a day?
- How many kinds of restaurants are there in our city? Why?
- Many people enjoy living in the city—why?
- What do you think of the symbols in the TV sign off: the American flag, jet fighters, astronauts, servicemen?

Activities:

- Make a diagram of the basic transportation and communications networks which serve the city

Shifting moods of the city at night... visual and sound impressions of the richness, variety and complexity of the city... the film's form is an interpretation of the city—many simultaneous events connected by networks of streets and media.

producer
DIMENSION FILMS
 CHURCHILL FILMS distributor

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 Los Angeles 90069
 California

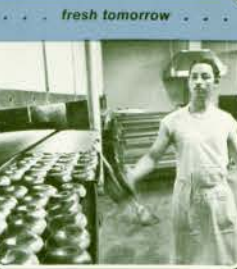
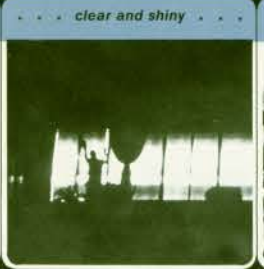
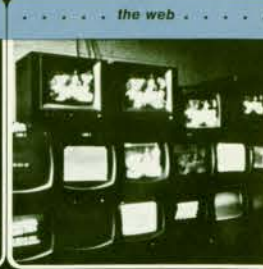
USES:
 To stimulate awareness, questions, and activities—a rich experience for the class to share, and for each viewer to explore in his own way.

BEFORE SHOWING THE FILM: (two possibilities)
 Have you ever wondered what goes on in the city after you go to sleep?

The city is so complicated, everyone sees it differently. The man who made this film tried to express his feelings and ideas about the city at night. See how you feel about it.

GENERAL IDEAS:

- The city is a rich, complex, exciting environment.
- Networks hold the city together, especially transportation and communication.
- People of all kinds live in the city; they have many different interests.
- Many kinds of workers are needed in the city.
- Night-time is best for certain kinds of work.
- Each time of night has a special rhythm.



amblin'

scratching

the web

swing your partner

clear and shiny

fresh tomorrow

- Make a diary of the time in your home from dinner until you go to bed. During one evening, what does each person in your family do?
- Make a class survey—what do the older members of your family do after you go to sleep?

Film Art
 The filmmaker used many unusual methods to create moods—

- Run the film without sound to study how he used time-lapse photography, and far and close shots.

- Listen to the sound without the picture. Notice how many kinds of sound are used.
- Study one sequence at a time to see how sound and picture are related.

Why does the filmmaker use scenes of streets, tv and radio between sequences?

Activities:

- Borrow a tape recorder and collect night sounds. See how many the class can identify.
- Try to take some pictures at night without using flash-cubes.

Art
 Do paintings or sculpture (or stories or poems) about themes from the film:

- Colors at Night
- Night Lights
- Night Fears
- Fun at Night
- How the Very Late Night Feels
- My Favorite Night-time Job
- Song of the Streets

Make a collage of menus from many different kinds of restaurants, or of ads from many kinds of theatres.

Science
Questions:

- Do our bodies work differently at night? Why?
- The moon looks different as it goes down. Why?

Subjects for Research:

- How electric wires are cleaned.
- How a tv director controls what goes on the air.
- How street lights are controlled.
- How a house is moved.
- What happens at the airport weather station.
- Traffic flow—how many cars pass a given point through the night?

Written Language
Building vocabulary:
 Think of colorful words and phrases to express moments in the film, such as the lights, colors, traffic, dancing, dinnertime, empty streets, etc.

Write poems or stories expressing the feelings of memorable individuals in the film:

- the boy in the barrel
- the boy waiter in the Chinese restaurant
- the folk dancer who leaps in the air
- the man and lady who chase a bus late at night
- the late-night disc jockey
- the gas station man who gazes out the window

Rhythms and Dramatic Play
 Beat the rhythms of sequences in the film: rush hour, square dancing, lights popping on, closing up shop, late night.

Make up dances based on sequences in the film:

- Rush Hour (dance the cars, busses, policemen)
- Cleaning Up (how many ways can you show?)
- Amusement Park (how many kinds of rides can you show?)
- Moon and Stars (dance the moon rising and falling; the stars coming out)
- Taking a Walk (dance the crowd rambling and enjoying the evening)